ED 418 209 AA 001 296

Resources in Education (RIE). Volume 33, Number 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 418 210 CE 074 908

Norton, Robert E.; McLennan, Krystyna S.
DACUM: Bridging the Gap between Work and High Performance.
PUB DATE- 97
NOTE- 90p.; Paper presented at the Annual Conference of the Association of Manufacturing Engineers (Toronto, Ontario, Canada, October 27-30, 1997). For a related document, see CE 075 021.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Competency Based Education; *Curriculum Development; Education Work Relationship; Inplant Programs; *Job Analysis; *Job Skills; *Job Training; *Labor Force Development; Manufacturing Industry; Occupational Information; Postsecondary Education; Secondary Education; Task Analysis; Vocational Education
IDENTIFIERS- *DACUM Process

The DACUM (Developing A Curriculum) occupational analysis process provides a systematic way to look at worker duties and tasks so that important knowledge, skills, standards, tools, and attitudes can be handed on to the next generation of workers. Revamped by The Ohio State University's Center on Education and Training for Employment, DACUM captures each task in sufficient detail so interventions such as training and development, job reengineering, recruitment, standard operating procedures, and performance standards can be developed and applied effectively. The DACUM process involves a 2-day workshop attended by a

ED 418 228 CE 076 072

Cort, Maureen; Disario, Nancy
Creating a Technology Plan. A Step by Step Guide and Workbook for Adult Literacy Providers.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 96
NOTE- 41p.; Concept by Manuel A. Gonzalez.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Computer Assisted Instruction; *Educational Planning; Educational Technology; *Literacy Education; *Multimedia Instruction; Multimedia Materials; *Technological Literacy; *Workplace Literacy

Designed to help literacy providers establish a plan for the use of technology within their organization, this practical guide and workbook consists of hands-on worksheets. It offers points to reflect on and consider when assistance is needed to create a technology plan within an adult literacy setting. The workbook focuses on computer-based technologies but includes in the appendix applications of other multimedia systems and technologies for literacy. The guide consists of seven steps that can be used to establish a technology plan in an adult literacy setting. Following each section, worksheets are included for the administrator to evaluate the information presented. The seven sections cover these steps: (1) a vision of technology; (2) environmental scan; (3) evaluation of technologies (software and hardware); (4) budget; (5) staff development; (6) timeline and implementation; and (7) an ongoing evaluation. Appendixes include listing and applications of other multimedia systems and technologies for literacy; a comparison of integrated learning systems and curricular systems; sample plan for the use of technology within an organization; and 16 references. (YLB)

ED 418 229 CE 076 079

Briers, Gary; Lee, Jasper S.
Rice Production and Marketing.
PUB DATE- 97
NOTE- 170p.; Sponsored by Cedar Chemical Corporation.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Agricultural Production; Course Content; *Field Crops; Learning Activities; Lesson Plans; *Marketing; Secondary Education; *Teaching Methods; Units of Study; Vocational Education
IDENTIFIERS- *Rice

This guide contains lesson plans for use in secondary programs of agricultural education in geographical areas in which rice is produced. Six units and 13 problem areas are organized into teaching plans that cover the broad nature of rice production. The six units are: (1) determining the importance and history of rice production; (2) determining the biology of rice; (3) seeding rice; (4) culturing the rice crop; (5) harvesting and post-harvest management; and (6) marketing and processing. Each

ED 418 247 CE 076 144

Brown, Bettina Lankard
Part-Time Work and Other Flexible Options. ERIC Digest No. [illegible].
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Development; Career Education; Demography; Education Work Relationship; *Employer Employee Relationship; *Employment Patterns; *Employment Practices; *Flexible Working Hours; Job Sharing; *Part Time Employment; Professional Development; Trend Analysis
IDENTIFIERS- ERIC Digests

Options for flexible work schedules such as job sharing, compressed work weeks, reduced hours, work at home, and flextime have provided employees with the means to realize a better balance between work and family and engage simultaneously in more than one endeavor (for example, school and work or two careers). The same options can also lead to economic and emotional stress and to limited opportunities for professional growth. Although employer-initiated flexible staffing arrangements are appealing to many workers, they are designed primarily to satisfy employers' needs. Flexible work options such as part-time employment and job sharing are becoming increasingly attractive to professionals. Flextime, which has become the most popular flexible work arrangement, reaps benefits for employers and employees alike by allowing full-time employees to work at convenient times and offering employers a low-cost method of providing personal time off, extending service hours without overtime pay, and reducing absenteeism and turnover. The use of flexible options is affected by various factors, including union and government pressure and workplace demographic changes. When preparing students with the academic, vocational, and employability skills required for successful employment in today's workplace, educators must also promote self-directed learning and a spirit of entrepreneurship. (Contains 16 references) (MN)

ED 418 248 CE 076 145

Imel, Susan
Work Force Education or Literacy Development: Which Road Should Adult Education Take? ERIC Digest No. 193.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Basic Education; *Education Work Relationship; Educational Environment; Educational Needs; *Educational Objectives; Educational Policy; Educational Trends; *Labor Force Development; *Literacy Education; Public Policy; Role of Education; Trend Analysis; *Workplace Literacy

ED 418 267 CE 076 191

COMETT II. The Final Evaluation Report. Report from the Commission.
PUB DATE- 96
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Action; Education Work Relationship; Foreign Countries; Higher Education; International Cooperation; International Educational Exchange; Partnerships in Education; Program Effectiveness; *School Business Relationship; School Community Relationship; *Technology Education; Universities; *Vocational Education
IDENTIFIERS- *European Union

This document presents the final evaluation of the second phase of the Community Action Programme for Education and Training for Technology (COMETT), which was called COMETT II and ran from 1990 to 1994, and centered on cooperation between universities and industry regarding training in the field of technology. Included are the following: overview of the program's primary objectives and four strands; description of the program's main activities; transversal themes; and evidence confirming that COMETT II was a major success. Two appendixes constitute more than 90% of the document. The following topics are examined in the first appendix, which is the full text of the final evaluation report: context, emergence, components, operation, and evaluation of COMETT II; networking and the university-enterprise training partnerships formed during COMETT II; training actions; mobility of people within COMETT; transversal themes (cooperation and links with other European programs; research and development and training and innovation; participation in COMETT II by type of organization and its impact on small and medium enterprises and on regions; industry-university cooperation; and the sectoral bottom-up approach); and COMETT II's effectiveness and future development. The second appendix is a synoptic view of COMETT II by member states of the European Union. (MN)

ED 418 268 CE 076 193

Gass, J. R.
The Goals, Architecture and Means of Lifelong Learning. Background Paper.
PUB DATE- 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Education; *Adult Learning; Continuing Education; Economic Change; *Education Work Relationship; Educational Benefits; Educational Change; *Educational Needs; *Educational Objectives; Educational Policy; Educational Principles; Educational Strategies; Flexible Progression; Foreign Countries; Higher Education; Human Capital; *Learning Processes; *Lifelong Learning; Needs Assessment; Postsecondary Education; Role of Education; Secondary Education; Social Change; Teaching Methods; Training Methods; Vocational Education
IDENTIFIERS- *European Union; Learning Society

This paper examines the goals, architecture, and means of lifelong learning. The following are among the topics discussed: economic and social dimensions of the forces pushing

ED 418 286 CE 076 216

Eisenberg, Susan
We'll Call You If We Need You. Experiences of Women Working Construction.
PUB DATE- 98
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Apprenticeships; Blacks; *Building Trades; Career Choice; *Career Development; Career Education; *Employed Women; Employee Attitudes; Employment Patterns; *Employment Practices; Empowerment; Equal Opportunities (Jobs); Hispanic Americans; Interviews; Leadership; *Nontraditional Occupations; Personal Narratives; *Sex Bias; Sex Discrimination; Sexual Harassment; Trend Analysis; Unions; Work Environment

This book consists of the personal narratives of 14 women who discussed their experiences as construction workers in interviews that were conducted between November 1991 and April 1994. The information provided by the women is organized thematically, beginning with their decision to enter the construction industry. Special attention is paid to the many points at which the individual women's career agendas became "derailed." The following topics are among those discussed: reasons for choosing trade school and the construction industry; pioneering in nontraditional occupations (initial barriers encountered by women and overcoming them; experiences of beginning apprentices; male construction workers' attitudes and behaviors toward women in the trades; gender boundaries on the job; job satisfaction; men who helped women gain a foothold in the industry; and relationships with other women on the job); and settling in (issues of personal privacy on the job; issues of physical strength; "customized treatment: women of color"; career ceilings, career development, and economics; career ceilings, career development, and leadership; expanding opportunities; and empowerment). Concluding the book are brief synopses of the activities of each woman since she was interviewed and a list of the women's names and the dates of their interviews. (MN)

ED 418 287 CE 076 220

Non-completion of GNVQs. Improving Achievement.
SPONS. AGENCY- Department for Education and Employment, London (England).
PUB DATE- 98
NOTE- 9p.; Summary of key findings of a research project on General National Vocational Qualifications (GNVQs). For the handbook, "Improving GNVCQ Retention and Completion," see CE 076 182.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Change Strategies; Comparative Analysis; Delivery Systems; *Dropout Prevention; *Dropouts; Educational Policy; Foreign Countries; National Surveys; Postsecondary Education; Program Improvement; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *General National Vocational Qualif (England); *United Kingdom

The reasons that students in the United Kingdom fail to complete General National Vocational Qualifications (GNVQ) courses were

ED 418 306 CE 076 248

Career Pathways and Gender Equity: Providing Opportunities for All Students. Ohio Vocational Sex Equity.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Career Academies; Career Development; *Career Education; *Career Exploration; High Schools; Nontraditional Occupations; *Sex Fairness; State Programs; Statewide Planning; Student Projects; *Tech Prep; Vocational Education; Womens Education
IDENTIFIERS- *Ohio

Career pathways align vocational and academic education within career clusters and provide students new options from grades 9-14. They must have the following elements: industry breadth and depth; opportunities for many populations; career options at entry, technical, and professional levels; and alternative delivery options and academic and vocational integration. Career pathways are important because all students need the following: rigorous academics and technical skills to be prepared for both postsecondary education and for careers; broad-based, transferable skills for workplace success; ability to learn better and retain more when they learn in context; and ability to adapt and change jobs within a career cluster. Within career pathways, gender equity is important for two reasons: all students must have the opportunity to become economically self-sufficient within a pathway and all students need to explore nontraditional and traditional career options within career clusters. Curriculum for career pathways must meet these criteria: well articulated, integrated, supportive, contextualized, and permitting program flexibility. Three types of competencies best incorporate these criteria: core, cluster, and specialization. Delivery options for career pathways include career academies, career magnet high schools, foundation experiences, and senior projects. As schools plan and implement career pathway initiatives, administrators and educators need to tap into available equity monies and programs. (YLB)

ED 418 307 CE 076 250

Huddleston, Prue; Unwin, Lorna
Teaching and Learning in Further Education: Diversity and Change.
PUB DATE- 97
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Academic Achievement; Adult Education; *Adult Learning; *Adult Students; Case Studies; Educational Change; *Educational Environment; Educational Policy; Educational Resources; Educational Strategies; Educational Trends; Foreign Countries; Learning Strategies; Postsecondary Education; *Professional Development; Public Policy; Recordkeeping; Social Networks; Student Characteristics; Student Evaluation; *Student Needs; Teacher Improvement; Teaching Methods; Technical Institutes; Vocational Education

ED 418 324 CE 076 287

Larson, Elizabeth Hunt; Vandegrift, Judith A.
Tenth Grade Students' Perceptions of Career Preparation and Work Experience in Arizona Schools. Arizona School to Work Briefing Paper #9.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix. Div. of Adult Education.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *Career Education; *Career Planning; *Education Work Relationship; Ethnic Groups; Grade 10; High Schools; School Business Relationship; Sex Differences; State Programs; *Statewide Planning; Student Attitudes; Student Participation; *Work Experience Programs
IDENTIFIERS- *Arizona; School to Work Opportunities Act 1994

A survey assessed the extent to which Arizona 10th-grade students selected career majors, planned a course of study for high school and beyond, and received adult guidance related to careers through the school. In total, 2,131 tenth grade students participated in the survey administered in spring 1997 after one full year of school-to-work (STW) regional funding. Students represented 97 schools in all 15 counties across the 13 state-funded partnerships. Students were drawn from English or other general studies classes rather than classes with a vocational or STW emphasis. Statistical analyses examined whether responses differed by gender, ethnicity, and partnership. Findings indicated 39.8 percent of the students had a definite idea of what they wanted to do in the future; 54.5 percent had some idea of what they wanted to do. Students who identified a definite career choice indicated where their interests were in terms of one of Arizona's six "Career Pathways." Two pathways reflected prominent differences with respect to gender: more girls were interested in health services careers; more boys were interested in engineering. Over half participated in 7 of 14 activities assessed. Most often, students reported having learned about jobs or careers in class; least often, they reported having had a business mentor. A majority rated all activities as "somewhat helpful." For 9 of 10 students, family was most helpful in determining a career choice. Nearly one-third reported they had never received career guidance at school. (YLB)

ED 418 325 CE 076 292

Brown, Bettina Lankard
Using Problem-Solving Approaches in Vocational Education. Practice Application Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Agricultural Education; *Classroom Techniques; Educational Environment; Educational Practices; Educational Principles; Educational Theories; *Learning Processes; *Problem Solving; Secondary Education; Teaching Methods; Theory Practice

ED 418 342 CG 028 357

Rubin, Sarah; Cunniff, Catherine
"I Would Have Taught You Differently": Bringing an Understanding of the Economy into the Schools. Alliance for Achievement.
PUB DATE- 96
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Economics Education; *Education Work Relationship; *Educational Benefits; *Educational Improvement; Educational Objectives; Educationally Disadvantaged; High Schools; School Community Relationship

This report offers ideas for expanding schools' partnerships with employers. These partnerships can raise academic achievement, college-going rates, and career-awareness for low-income and minority students. Topics include a discussion of the school-to-work movement and career guidance; raising awareness through workplace visits; summer internships; staff development; studying the local labor market; ideas for classroom visitors and activities; entrepreneurship education; making choices. The introduction presents a rationale for building alliances bettween schools and employers. Chapter 2 describes learning experiences for school staff, including workplace visits, and summer internships. Chapters 3 and 4 present learning experiences for students in the workplace and in the classroom, while Chapter 5 discusses ways to integrate career and educational guidance into the school. Chapter 6 presents 3 mini-case studies in building school-employer partnerships. Schools and programs are indexed. Contacts and resources are appended. (EMK)

ED 418 343 CG 028 358

Holcomb-McCoy, Cheryl C.
School Counselor Preparation in Urban Settings.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Counselor Educators; Counselor Qualifications; *Counselor Training; Elementary Secondary Education; Pupil Personnel Services; *School Counseling; School Counselors; *Urban Problems; *Urban Schools
IDENTIFIERS- Council for Accred of Counsel and Relat Educ Prog

This paper provides information regarding the particular factors that influence the work of urban school counselors, reviews the school counseling training standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and explores the additional training needs of urban school counselors. Student diversity, a lack of resources, poverty, family issues, violence, and high drop-out rates characterize counseling concerns in urban schools. Urban school counseling programs must include studies that provide students with an understanding of the coordination of counseling to the total school community, and the leadership skills needed to initiate collaborative efforts with other

ED 418 363 CG 028 397

Farrell, R. Joel, II, Ed.
Alabama Counseling Association Journal, 1996.
PUB DATE- 96
NOTE- 58p.; Published semiannually.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Community Role; *Counseling; *Counselor Attitudes; *Counselor Role; Disabilities; Ethics; Grief; Homosexuality; Males; Predictor Variables; Prevention; Qualitative Research; Rehabilitation Counseling; Sex Role; Substance Abuse
IDENTIFIERS- Commitment; Implications; Professionalism; Public Agency Rehabilitation Counselors

This document consists of the two issues of the "Alabama Counseling Association Journal" published during 1996. The focus of the journal is on communicating ideas and information that will help counselors to implement the counseling role and develop the profession of counseling. Issue number 1 includes the following articles: "Commitment through Writing," Joel Farrell, II; "Negative Attitudes of Rehabilitation Counselors toward Persons with Disabilities: Implications for Client Service Provision," Michael Crowson and Jamie Satcher; "A Qualitative Analysis of Responses from Three Male Cohorts: Work, Relationships, and Role Identity after the Women's Movement," Debra C. Cobia and Jamie S. Carney; and "Predictors of Organizational Commitment among Alabama's Public Agency Rehabilitation Counselors," Jamie Satcher and Marcheta McGhee. The following articles make up issue number 2: "Commitment through Professionalization," R. Joel Farrell, II; "Counseling Gay Men: An Introduction," Karla D. Carmichael, Jamie F. Satcher, and Jeff Todd; "Community and Professional Roles in the Prevention of Adolescent Substance Abuse," Diane Gossett and Andrew A. Cox; "Complaints Filed with the Alabama Board of Examiners in Counseling," Ken E. Norem; and "Alabama Counseling Association Leadership." (MKA)

ED 418 364 CG 028 398

Magnuson, Sandy, Ed.; Norem, Ken, Ed.
Alabama Counseling Association Journal, 1997-1998.
PUB DATE- 98
NOTE- 126p.; Published semianually.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Admission (School); College Students; *Counseling; Counselors; Disabilities; Employment; Ethics; Experience; Higher Education; Homosexuality; Interviews; Job Satisfaction; Mental Health; *Mental Health Programs; Opportunities; Predictor Variables; School Administration; Success; Supervision; Surveys; *Training
IDENTIFIERS- *Alabama; Appalachia; Developmental Theory; Interpersonal Process Recall; Miller Analogies Test; Public Agency Rehabilitation Counselors; Solution Focused Therapy; Variables

This document consists of the two issues of the "Alabama Counseling Association Journal" published during 1997. The focus of the journal is on communicating ideas and information that will help counselors to implement the counseling role and develop the profession of counseling. The following articles

ED 418 382 CS 013 157

Podszebka, Darcy; Conklin, Candee; Apple, Mary; Windus, Amy
Comparison of Video and Text Narrative Presentaticns on Comprehension and Vocabulary Acquisition.
PUB DATE- 98
NOTE- 20p.; Paper presented at the SUNY-Geneseo Annual Reading and Literacy Symposium (Geneseo, NY, May 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Critical Thinking; Grade 8; *Instructional Effectiveness; Junior HIgh Schools; *Reauing Comprehension; Reading Research; Short Stories; Videotape Cassettes; *Vocabulary Development
IDENTIFIERS- Narrative Text; New York (Southwest); *Presentation Mode; *Story Comprehension

A study investigated the effect of video and narrative presentations on children's comprehension and vocabulary acquisition. Participants were students in four heterogeneously grouped eighth-grade English classes (n=16, 22, 21, and 11) in a rural school district in southwestern New York. The short story selected was Sir Arthur Conan Doyle's "The Red-Headed League." It was chosen for its difficulty level--the text is at the instructional level of most of the students involved. Each class received a different mode of instruction: one class read the story to themselves; another class viewed a video rendition of the story; another class saw the same video but had captions included on the screen; the final class both read the text version to themselves during class and then viewed the video the following class period. A pretest (a matching test) and a posttest (the same matching test with answers in a different order, a series of multiple choice questions to measure comprehension and recall, and a short-answer evaluation question to measure critical thinking) were given. Significant findings are that students who read the text had greater vocabulary acquisition, while students who viewed the video showed a greater comprehension of the story. It appears that video watching has a positive effect on comprehension, and vocabulary acquisition seems to be positively affected when coupled with text. Closed captioning is a recent positive addition to teaching reading through television and video. (Contains two figures; 14 references; and sample pretest and posttests.) (NKA)

ED 418 383 CS 013 158

Manyak, Patrick
"Este Libro Es Mi Historia": Mother-Child Interactions during Storybook Reading in a Mexican-American Household.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Students; Case Studies; *Cultural Context; Elementary Education; Ethnography; Immigrants; *Mexican Americans; *Mothers; *Parent Child Relationship; Reading Research; *Story Reading
IDENTIFIERS- California (South); *Family Communication; Latinos; *Literacy Engagement; Reading Behavior; Response to Literature; Zone of Proximal Development

ED 418 402 CS 013 178

Houston READ Commission Success Stories.
PUB DATE- 98
NOTE- 13p.; For related materials, see CS 013 176-177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Community Involvement; *Cooperative Learning; Dropouts; *Functional Literacy; *Illiteracy; Nonprofit Organizations; Program Descriptions; *Urban Areas; World Wide Web
IDENTIFIERS- AmeriCorps; Community Based Education; *Houston READ Commission TX

This document highlights some of the success stories resulting from the activities of the Houston READ Commission (HRC), a nonprofit urban literacy coalition created by the Mayor and City Council of the Greater Houston area. It relates the stories of "those who are the future," lists gifts which support HRC programs, and donors and volunteers on behalf of the Mayor and HRC. It also reports that Houston will coordinate the National Literacy AmeriCorps Program, describes HRC's new World Wide Web site, and tells about its innovative program for dropouts. A list of individual sponsors concludes the document. (NKA)

ED 418 403 CS 013 179

Kame'enui, Edward J.; Simmons, Deborah C.
Beyond Effective Practice to Schools as Host Environments: Building and Sustaining a School-Wide Intervention Model in Beginning Reading.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; Early Intervention; *Educational Environment; Models; Primary Education; Program Effectiveness; Program Implementation; *Reading Instruction; School Culture; Theory Practice Relationship

Suggesting that a missing link between effective practices and their sustained implementation is the "host environment" into which practices, programs, procedures, and pedagogy are translated, this bulletin describes the need for prevention and intervention models in beginning reading that are anchored to the school as the host environment. The model is developed at the school-building level for a particular host environment and for the long term; anchored to ongoing student performance in priority subject areas; customized by collaborative grade-level teams to fit and take hold at the school-building level; and tethered to a centralized data-management system. The paper contains three major sections: (1) a conceptual framework for understanding and mapping the complex and multiple contexts of schools; (2) a set of "big ideas" for designing effective beginning reading instruction for students in kindergarten through grade 3; and (3) the features of a school-wide intervention model customized for beginning reading. Contains several unnumbered figures and 66 references. (RS)

ED 418 404 CS 013 180

ED 418 425 CS 216 315

Marsh, Susan-Marie
Widening the Lens of Diversity: Motivating Reflective Journal Writing.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructivism (Learning); *Critical Thinking; Higher Education; *Journal Writing; *Portfolios (Background Materials); *Student Journals; Writing Research; *Writing Skills
IDENTIFIERS- *Reflective Writing

At the University of Central Florida student portfolios have been required in the College of Education for many years. Student journals are reviewed and graded by faculty. All departments require students to submit portfolios before their senior teaching internship. The portfolios illustrate who the student is now and how he or she wants to be as a teacher and are meant to reflect the student's emerging self. A teaching guideline, "Writing for Reasoning in Teachers of Education" (WRITE), was developed to assist students. WRITE uses a constructivist theory base, with mental models and stages of critical thinking drawn from "How We Think" (Dewey, 1993). Since WRITE was implemented to develop students' reflective writing skills, a study examined the performance and changes observed when implementing such an innovative approach. The teacher/researcher's goal was to see if she could motivate reflective writing in the two undergraduate special education courses she was teaching. A random sample consisted of 10 students from each class for either the control or treatment group. Twenty reflections were required from each student during the semester. Important findings were: (1) the majority of students exposed to different styles attempted to write with higher order thinking and more thoughtful reflection; (2) more students interacted in discussion groups; (3) more students gained writing skills; and (4) students continued using their journals when class ended. (Includes a table of data.) (NKA)

ED 418 426 CS 216 316

Fernandez, Melanie
Humorous Literature: A Doorway to Literacy.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childhood Interests; *Developmental Stages; Elementary Secondary Education; *Humor; Individual Development; *Literacy; *Literary Genres; *Reading Material Selection
IDENTIFIERS- Response to Literature

Many theories have been developed to try to explain humor, among them, the social theory; psychoanalytic theories based on Freud; cognitive theories which identify stages corresponding to those of Piaget; and eclectic theories which combine elements of all the theories. The developmental stages of humor parallel the intellectual and emotional development of the

ED 418 447 CS 509 815

Ashton, R. Will
"Students at Risk": The Discourse of False Generosity.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Failure; Discourse Analysis; *Educational Practices; Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; Language Role; Models; *Student Needs
IDENTIFIERS- *Discourse Communities; *Educational Issues; Freire (Paulo)

Educators and policymakers find themselves confronted with how to address the issue of children "pre-disposed to failure." This paper contends that teachers and politicians are linked in a chain of responsibility that forces them to construct a common discourse through which they may share their views, and with which they may productively enact their proposals. These interest groups frame their discourse around the conceptualization of students "at risk." The dominant characterization of these students is made in accordance with a "deficit model," wherein the student at risk is viewed as embodying a specific set of traits that pre-dispose the child to fail in school. Educational discourse correlates risk with behavioral, socio-economic, and ethnic-linguistic traits. The paper undertakes a critical assessment of the prevailing deficit model from a Freirean perspective. Questions taken up are: (1) "To what extent are educators and policymakers wrongly conceiving the phenomenon of students at risk?;" (2) "How does Paulo Freire's notion of 'false generosity' (in "Pedagogy of the Oppressed") provide the right critique?;" (3) "What is the Freirean alternative?" and (4) "What are the ethical payoffs that derive from that alternative?" The paper considers whether the tendency to false generosity can be overcome and true liberatory education engaged in. It concludes by examining this question and suggesting steps that can be taken to engender an educational practice that is truly generous. (Contains nine references). (NKA)

ED 418 448 CS 509 816

Crossley, Rosemary
Speechless: Facilitating Communication for People without Voices.
PUB DATE- 97
NOTE- 317p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Communication Problems; *Computer Mediated Communication; *Language Usage; Learning Strategies; *Speech; *Speech Impairments
IDENTIFIERS- *Communication Strategies; *Facilitated Communication; Speech Research; Technology Role

ED 418 469 EA 028 926

Jacobson Stephen L., Ed.; Hickcox, Edward S., Ed.; Stevenson, Robert B., Ed.

School Administration: Persistent Dilemmas in Preparation and Practice.

PUB DATE- 96

NOTE- 312p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Administrative Principles; Administrator Effectiveness; *Administrator Role; *Administrators; *Educational Administration; Elementary Secondary Education; Leadership; Mentors; Problem Solving; Professional Training

Much of administrative preparation and practice centers on problem solving, developing alternative solutions, and selecting among competing alternatives for the most feasible solutions. Some of the persistent dilemmas resident in the training and the functioning of administrators are examined here by scholars and practitioners of educational administration from around the world. The text is divided into six sections. The three chapters in the first section present educational dilemmas using Larry Cuban's notion of dilemmas set in the broad context of school administration, in both developed and developing nations. Chapters in the next four sections are clustered by category: societal and ethical dilemmas, organizational dilemmas, role dilemmas, and professional development dilemmas confronted by school administrators. Some of the topics discussed in these chapters include dilemmas in multiethnic schools, relativism, teacher compensation, performance-related pay, school-based management, principals' dilemmas, political leadership in educational policy change, problem-based learning, educating school administrators, and the need for mentoring in a developing country. The final section focuses on emerging dilemmas of leadership in decentralized schools, and it examines such issues as reframing educational leadership in the perspective of dilemmas and reconceptualizing the use of knowledge in school decision-making. (Includes an index and approximately 360 references.) (RJM)

ED 418 470 EA 028 945

Mungazi, Dickson A.; Walker, L. Kay

Educational Reform and the Transformation of Southern Africa.

PUB DATE- 97

NOTE- 240p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- *Change Agents; Change Strategies; Colonialism; *Educational Change; Educational Objectives; Elementary Secondary Education; Foreign Countries; Government Role; *Government School Relationship; Higher Education; *Role of Education; *Social Action; Sociocultural Patterns

IDENTIFIERS- *Africa (South)

The purpose of this study is to furnish evidence supporting the conclusion that the thrust for the transformation of southern

ED 418 488 EA 028 989

Lebo, Fern
Mastering the Diversity Challenge: Easy On-the-Job Applications for Measurable Results.
PUB DATE- 95
NOTE- 159p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Cultural Pluralism; Empowerment; Evaluation; Management Systems; *Personnel Management; *Supervisory Methods; Work Environment

This book provides practical, step-by-step guidelines and gives important reasons why managing diversity is good for overall business. It identifies issues specific to designated groups and provides effective techniques for creating a level playing field, as well as specific on-the-job applications for running meetings, building a team, opening the dialogue, and coaching and counseling. It is designed for easy access to checklists, tests, questionnaires, exercises, stories, experiential activities, and new ideas. The nine chapters focus on diversity issues facing management today, improving communication, fostering a climate that encourages success, motivating staff to make a significant contribution, developing people, getting results, guidelines for fair meetings, team-building exercises, a quick and easy progress survey, and suggestions on future strategies. (Includes an index.) (RJM)

ED 418 489 EA 028 990

Frazier, Andy
A Roadmap for Quality Transformation in Education.
PUB DATE- 97
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Boards of Education; Change Agents; *Educational Innovation; Elementary Secondary Education; *Instructional Leadership; *Public Schools; *Quality Control; School Community Relationship; *School Effectiveness; Superintendents; *Total Quality Management
IDENTIFIERS- *Continuous Quality Improvement

Public schools in the United States face enormous challenges as they try to provide cost-effective, good quality education. Schools can continually change to provide this service. The principles and processes of Total Quality Management can lead to Continuous Quality Improvement (CQI). Change can be initiated at any level and can be customized to meet the needs of different educational systems. There are key measurement methods, such as identifying resources, gauging success, and measuring customer satisfaction, that can be used. The book emphasizes the role of partnerships with business and higher education and encourages cooperation among business, education, and government. It discusses the various features of CQI, the role of transformational leadership, how to plan the transformation, and the commitment needed from the superintendent and the school board. A roadmap to quality transformation is then detailed in five phases: preparing for change, assessing school system performance, planning for CQI, deploying CQI, and sustaining the quality transformation. Eleven appendices feature samples of partnership agreements,

ED 418 510 EA 029 030

Stullich, Stephanie
The Use of Federal Education Funds for Administrative Costs.
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Costs; *Definitions; *Educational Administration; *Educational Finance; Elementary Secondary Education; Expenditures; *Federal Aid; School Administration; School District Spending
IDENTIFIERS- *Administrative Costs

This report provides information on the uses of federal education funds for administration, instruction, and other purposes, as required under Section 14204(a) of the Elementary and Secondary Education Act (ESEA), by examining alternate definitions of administrative spending, analyzing available data collected by the U.S. Department of Education and other sources, and reviewing other studies of administrative spending. The key issues examined include: "How is administrative spending defined in various reports, data collections, and federal education laws or guidance?"; "What issues should be considered in developing a definition for administrative costs in federal education programs?"; "What percentage of federal education funds are spent for administration, instruction, and other purposes at the state, district, and school levels?"; "What percentage of federal education funds reach school districts, schools, and classrooms?"; "What other agencies receive federal education funds and why?"; "How do the uses of federal education funds compare to the uses of state and local funds?"; and "How do states, districts, and schools spend administrative and other noninstructional funds?" The report utilizes data, drawn primarily from the 1995-96 school year, on allocations and expenditures for a number of major federal education programs that provide support for elementary and secondary education. (RJM)

ED 418 511 EA 029 060

Chandler, Kathryn A.; Chapman, Christopher D.; Rand, Michael R.; Taylor, Bruce M.
Students' Reports of School Crime: 1989 and 1995. 1989 and 1995 School Crime Supplement to the National Crime Victimization Survey.
PUB DATE- 98
NOTE- 58p.; For the full survey report being supplemented, see ED 339 133.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Crime; *Educational Environment; Elementary Secondary Education; *National Surveys; *School Security; Student Attitudes; Student Surveys; Victims of Crime; *Violence; Youth Problems

Everyone is concerned when children, especially school children, are the victims of violent crime, but schools bear a special responsibility for the safety of students when they are in the classroom, on school grounds, or on school-provided transportation. The Bureau of Justice Statistics and the National Center for Educational Statistics have collaborated on

ED 418 528 EC 306 337

Fry, Ronald R., Ed.

Developing Effective Partnerships with Employers as a Service Delivery Mechanism. Report from the Institute on Rehabilitation Issues Study Group (23rd, Washington, DC, June 1997).

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- 97

NOTE- 74p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrator Role; Adults; *Business Communication; Counselor Training; Delivery Systems; *Disabilities; *Employer Attitudes; Employer Employee Relationship; Employment Counselors; *Job Placement; Small Businesses; *Supported Employment; *Vocational Rehabilitation

This report focuses on approaches designed to strengthen the state-federal vocational rehabilitation partnership with private sector employers. Chapter 1, "Successful Partnerships: The Employer Speaks," is written by business people (businesses listed at the end of the chapter) and addresses the needs of the private sector employers, the structure of corporate employment in large and small companies, how employers prefer to be approached, and employers' perceptions of the value of vocational rehabilitation. Chapter 2, "Successful Partnerships: The Players and the Benefits," provides basic definitions, describes the partners, and outlines service delivery mechanisms to enhance employment outcomes. Chapter 3, "Successful Partnerships: Why They're Essential," provides varying perspectives about partnerships to stimulate thinking about how partnerships can work in local communities. Effective methods for establishing, developing, and maintaining successful partnerships are highlighted in chapter 4, "Successful Partnerships: How To Build Them." Chapter 5, "Successful Partnerships: Speaking the Same Language," is designed to help vocational rehabilitation counselors to speak the language of the industry in order to express needs and goals. The final chapter, "Successful Partnerships: Administrators, Are You Listening?," explains the key role vocational rehabilitation administration plays in the development and maintenance of partnerships with employers. (Contains 14 references.) (CR)

ED 418 529 EC 306 338

Including Students with Disabilities in Accountability Systems.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 98

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Academic Standards; Access to Education; *Accountability; *Disabilities; *Educational Assessment; Educational Innovation; *Educational Policy; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; Performance Based Assessment; School Effectiveness; Student Evaluation

ED 418 547 EC 306 356

LD Assessment and Decision Making: Technical Assistance Guide for Learning Disability.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Decision Making; *Definitions; *Disability Identification; Educational Legislation; Educational Practices; Elementary Secondary Education; Eligibility; Federal Regulation; *Learning Disabilities; Regular and Special Education Relationship; *State Standards; *Student Evaluation; Technical Assistance
IDENTIFIERS- *Iowa; Multidisciplinary Teams

This guide presents practice recommendations developed by a special Iowa study group as a result of change in 1995 from state-developed definition and eligibility criteria for learning disability to the definition and evaluation requirements of federal regulations. The recommendations focus on preferred practices in assessment, evaluation, and identification of students with learning disabilities as well as decision making practices of multidisciplinary teams. Part 1 of the guide addresses the issue of definition, specifies the study group's statements about learning disability, and describes the components of definition that must be considered when identifying an individual as having a learning disability. Part 2 describes the overall identification process in the schools, specifically addressing the interrelated phases of general education intervention and the full and individual evaluation. Part 3 discusses general assessment standards and the practical matter of preferred practices in the assessment of intelligence and the use of discrepancy criteria. The fourth part integrates this information by describing the specific eligibility criteria for learning disability and corresponding assessment and documentation. Part 5 examines decision making and intervention planning. (Contains 83 references.) (DB)

ED 418 548 EC 306 357

Baker, Justine C.; Martin, Francis G.
A Neural Network Guide to Teaching. Fastback 431.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *Brain Hemisphere Functions; *Cognitive Processes; Counselor Role; Elementary Secondary Education; *Learning Strategies; Models; *Neurological Organization; Neurology; *Physiology; *Teaching Methods

This booklet proposes a model for learning that provides insight into the underlying physiology of the brain and suggests teaching strategies of repetition, variety and pattern, and incubation consistent with that physiology. It discusses how these three strategies can be used to enhance learning in the

ED 418 565 EC 306 374

Hollis, James N.
Conducting Individualized Education Program Meetings that Withstand Due Process: The Informal Evidentiary Proceeding.
PUB DATE- 98
NOTE- 171p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancillary School Services; Assistive Devices (for Disabled); Behavior Change; *Compliance (Legal); Court Litigation; Decision Making; *Disabilities; Discipline; *Due Process; Elementary Secondary Education; Federal Legislation; *Individualized Education Programs; Medical Services; Meetings; Prevention; Pupil Personnel Services; Student Educational Objectives; *Student Placement; Teamwork
IDENTIFIERS- *Individuals with Disabilities Education Act

This book is intended to help participants in Individualized Education Program (IEP) meetings for children with disabilities to meet basic requirements of the Individuals with Disabilities Education Act in a defensible way and offers an approach to putting data before the IEP team, structuring deliberations, and documenting decisions. It stresses that participants should assume their decisions will be legally scrutinized, therefore IEP decisions should be comprehensive, relevant, and based on verifiable fact and qualified opinion. After an introductory chapter, individual chapters address the following types of IEP meetings, those designed: (1) to address discipline issues; (2) to address placement in the least restrictive environment; (3) to write specific goals and objectives; (4) to write the behavior management plan; (5) to choose related services; (6) to address methodology; (7) to address medical services; (8) to address assistive technology; and (9) to address reimbursement for private services. Each of these chapters discusses the specific issue in terms of background information, the documentation that the team should have available and why, who should be present at the IEP team meeting and why, the order of business for IEP team members, key deliberations to document, and invoking stop-gap measures. (DB)

ED 418 566 EC 306 375

Rotatori, Anthony F., Ed.; Schwenn, John O., Ed.; Burkhardt, Sandra, Ed.
Advances in Special Education Volume 11, Issues, Practices and Concerns in Special Education.
PUB DATE- 98
NOTE- 289p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adults; Alcohol Abuse; Behavior Modification; Counseling; *Disabilities; Educational Change; *Educational Trends; Elementary Secondary Education; Emotional Problems; Genetics; Head Injuries; Instructional Effectiveness; Limited English Speaking; Mental Retardation; Neurological Impairments; Portfolio Assessment; Program Effectiveness; Regular and Special Education

ED 418 584 FL 025 062

ALTE News, 1992-1996.
PUB DATE- 96
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Standards; Evaluation Criteria; Foreign Countries; Glossaries; Group Membership; International Education; *Language Tests; Modern Languages; *Professional Associations; *Second Languages; *Testing; Uncommonly Taught Languages; Vocabulary

The first four volumes, comprised of newsletters published during the period of August 1992-January 1996, of the Association of Language Testers in Europe (ALTE) include articles on: the origins, aims, activities, and membership of the organization; conference activities; development of language testing standards and procedures; guidelines for users of ALTE-developed tests in various languages; definition of proficiency levels; development of a multilingual glossary of language testing terms; and profiles of member institutions. Testing-related professional announcements are also included. (MSE)

ED 418 585 FL 025 066

Loucky, John Paul
Learning Models Applied to Foreign Language Teaching.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; Cultural Awareness; Educational Strategies; Foreign Countries; *Instructional Innovation; Instructional Materials; *Learning Theories; Media Selection; *Second Language Instruction; *Second Languages; Skill Development; Speech Skills; Teaching Methods; Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- Japan

Major learning models pertaining to second language oral and writing instruction are explored with an intent to make practical suggestions for the field of second language instruction in Japan. A proposal for integrating a variety of instructional innovations, rather than incorporating isolated innovations is presented. Selection of appropriate teaching methods for oral language classes is discussed, and various approaches to writing instruction are compared. The importance of selecting culturally sensitive writing pedagogies is examined. Contains 15 references. (MSE)

ED 418 586 FL 025 113

Peyton, Joy Kreeft; French, Martha
Making English Accessible: Using ELECTRONIC NETWORKS FOR INTERACTION (ENFI) in the Classroom.
PUB DATE- 96
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

ED 418 605 FL 025 191

Shapiro, Lawrence Avrom
English Language Training in Vietnam in the Era of Doi Moi. Ho Chi Minh City: A Descriptive Case Study.
PUB DATE- 95
NOTE- 126p.; Master's Thesis, School for International Training, Brattleboro, VT.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Case Studies; Educational History; *Educational Opportunities; *English (Second Language); Evening Programs; Foreign Countries; *Language Enrollment; Language Tests; Program Descriptions; Second Language Instruction; *Second Language Programs; Standardized Tests
IDENTIFIERS- *Vietnam; *Vietnam (Ho Chi Minh City)

The status of English language education in Ho Chi Minh City (Vietnam) in the era of Doi Moi, or economic structuring that began in 1986, is analyzed. Background information is given on the history of English language training in Vietnam since 1975, the municipality of Ho Chi Minh City, the emergence of Doi Moi policy, policy concerning licensing of language schools, school structure and administration, enrollment, availability of instructional materials, and the design of the foreign language certificate program, a system of written examinations administered by the ministry of education. Four programs, two of them evening programs, are then described in detail, including information on program structure, instructional materials used, curriculum design, teaching methodology, student profile, and teacher profile. Notes on additional schools observed are also presented. Appended materials include one standardized English examination, an English translation of the application form required to open a foreign language school in the city, and a sample unit of one set of instructional materials. Contains 4 references. (MSE)

ED 418 606 FL 025 192

Maynard, Senko K.
Principles of Japanese Discourse: A Handbook.
PUB DATE- 98
NOTE- 317p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Discourse Analysis; Grammar; *Japanese; Language Styles; *Rhetoric; Second Language Learning; *Sentence Structure; Structural Analysis (Linguistics); Vocabulary; *Written Language

This handbook offers a detailed description of the structure and rhetorical effects observed in various genres of Japanese discourse. Drawing on Japanese "bunshooron" and incorporating results of Western discourse studies, the book covers principles of overall rhetorical organization, including "ki-shoo-ten-ketsu," topic structure, "danraku," and sentence chaining, and presents a variety of rhetorical strategies frequently used in contemporary Japanese texts. After presenting these principles in 30 entries, 7 selected readings are presented with vocabulary lists, discourse notes, and other

ED 418 626 HE 031 155

Cook, Constance Ewing
Lobbying for Higher Education: How Colleges and Universities
Influence Federal Policy. Vanderbilt Issues in Higher Education.
PUB DATE- 98
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Administration; Advocacy; *Government School Relationship; *Higher Education; Institutional Advancement; *Lobbying; National Organizations; Organizational Communication; *Organizations (Groups); Policy Formation; *Political Influences; Politics of Education; Private Colleges; Public Colleges; *Public Policy; Surveys; Universities
IDENTIFIERS- *American Council on Education

This book addresses ways the higher education community influences and is impacted by federal policy in the context of the decline of public confidence in higher education and budget constraints. A survey was conducted of 1,554 college and university presidents followed by 140 interviews with leaders in higher education. Results are analyzed in chapters on the following topics: (1) the federal role and structure for higher education policy making; (2) the history of the major higher education associations; (3) the erosion of public confidence in higher education and its implications for policy making; (4) criticism in the 104th Congress of academia and current policy issues; (5) the Washington higher education community especially the role of the American Council on Education; (6) the relationship between the major associations and their institutional members; (7) differences among institutional types; (8) lobbying strategies and tactics of the higher education community; (9) the effectiveness of interest groups; and (10) conclusions. The book concludes that challenges in federal relations will persist for the five organizations that compose the American Council on Education. Numerous figures and tables illustrate the data. Appended are the survey instrument, a comparison of survey respondents and colleges and universities in general, and a list of interviewees. (Contains approximately 220 references.) (BF)

ED 418 627 HE 031 156

Altbach, Philip G.
Student Politics in America: A Historical Analysis.
PUB DATE- 97
NOTE- 249p.; Originally published in 1974, this edition has a new preface and introduction by the author.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Activism; College Environment; *College Students; *Educational History; Higher Education; Organizations (Groups); Political Attitudes; Political Influences; Racial Integration; *Social Change; Student Attitudes; Student Characteristics; *Student Organizations

This book provides an historical overview of American student activism from 1900 to the present with emphasis on the period from 1900 to 1960. An introduction to this edition reviews student activism since 1970 concluding that, despite brief sparks of activism such as the anti-apartheid struggle, there are currently no national or regional organizations with the

ED 418 647 HE 031 176

Higher Education. Students Have Increased Borrowing and Working To Help Pay Higher Tuitions. Report to the Honorable Carol Mosely-Braun, U.S. Senate.
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Finance; Graduate Study; Higher Education; National Surveys; *Paying for College; Student Costs; *Student Employment; *Student Financial Aid; Student Loan Programs; Trend Analysis; Tuition; Undergraduate Study
IDENTIFIERS- *National Postsecondary Student Aid Study

This report analyzes data from the National Postsecondary Student Aid Study for 1992-93 and 1995-96. The study found that students have turned increasingly to borrowing to cope with rising education costs. The percentage of postsecondary students who borrowed to complete a bachelor's or lower degree increased from 41 percent in 1992-93 to 52 percent in 1995-96 and the average amount of debt per graduating senior who had borrowed rose from $10,100 to about $13,300. The percentage of graduates with $20,000 or more of student debt grew from 9 percent to 19 percent during the period. Students attending 4-year public institutions showed the largest increase in the number of borrowers. Higher borrowing levels were especially pronounced at professional schools, where average debt among borrowers climbed from $45,000 in 1992-93 to nearly $60,000 in 1995-96. Additionally, more than two-thirds of full-time undergraduate students held jobs during 1995-96, working an average of 23 hours a week while enrolled. Tables, graphs, and narrative present the detailed data supporting these conclusions. Four appendices present: a description of the study's scope and methodology, additional data concerning postsecondary education debt and work during periods of enrollment, analyses of undergraduate work and borrowing patterns, and additional information on variation in average cumulative borrowing and work patterns among undergraduates. (DB)

ED 418 648 HE 031 177

Balfour, Linda F., Comp.
Statistical Abstract of Higher Education in North Carolina, 1997-98. Research Report 1-98.
PUB DATE- 98
NOTE- 289p.; For previous edition see ED 406 891.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; College Admission; College Faculty; College Housing; Degrees (Academic); Enrollment; Enrollment Trends; *Statistical Data; Student Costs; Student Financial Aid; Tables (Data); Transfer Students; Undergraduate Study
IDENTIFIERS- *North Carolina

This report presents comprehensive data on higher education activities in North Carolina in 84 tables and 17 graphs. Data were compiled from forms completed by the individual institutions in the summer and fall of 1997. Data are usually presented separately for individual institutions by institution

ED 418 667 HE 031 196

Grayson, J. Paul
Race on Campus: Outcomes of the First Year Experience at York University. Working Paper .
PUB DATE- 94
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Black Students; *College Freshmen; Commuter Colleges; Educational Attitudes; *Educational Experience; Foreign Countries; *Grade Point Average; Higher Education; *Racial Differences; School Involvement; Socioeconomic Influences; Student Attitudes; White Students
IDENTIFIERS- Asian Students; *York University ON

This study examined the effects of race on the experiences and outcomes of first-year students at York University (Ontario). Data were collected through a survey of 1,093 students at their time of entry in September 1992 and a survey of 1,129 students conducted in February-March of 1993. The study found that students' socioeconomic backgrounds varied by race, with the families of students of European origin having higher incomes than others, while the parental education of students of East Indian origin was higher than for other groups. The results also indicated that black students, more than all others, believed that they had been academically prepared for the university and felt more competent than their peers. The study found that black students had the lowest grade point averages (GPAs) while students of European origin had the highest. The difference between the means, however, was only 2 percent. Regression analysis indicated that race, per se, had little if any impact on educational outcomes. Explanations for differences were most likely to be found in the different classroom experiences of students of different races and the degree of academic involvement on campus. (Contains 34 references.) (MDM)

ED 418 668 HE 031 197

Rhee, Byung-Shik
Faculty Salary Revisited: Discrimination by Sex and Race.
PUB DATE- 97
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-8, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Higher Education; Models; Predictor Variables; *Racial Differences; Research Methodology; *Salaries; *Salary Wage Differentials; *Sex Differences; Statistical Analysis; *Teacher Salaries
IDENTIFIERS- National Study of Postsecondary Faculty

This study examined salary discrimination by race and sex for faculty of higher education institutions. Data were obtained from the 1993 National Study of Postsecondary Faculty (NSOPF-93), a cross-sectional survey of 817 public and private higher education institutions and 25,780 faculty. The findings indicated that while the salary gap between white and nonwhite trained DACUM facilitator and a panel of 5-12 expert workers from the position or occupation being analyzed. The panel guided by the facilitator work collaboratively to develop a profile chart by breaking the job out into duties and then breaking out each duty into related tasks. Although DACUMs were first introduced to the manufacturing areas of Dofasco, Inc., the fifth largest fully integrated steel mill in North America, they have found their way into many nonmanufacturing areas such as human resources, sales, and purchasing. (The paper is followed by 4 sections that include the following: 29 overheads; instructions for developing performance standards; sample learning guide with terminal performance standard, enabling objectives; learning experience sheets, information sheets, and performance evaluation; and job aids.) (YLB)

ED 418 211 CE 075 021

The DACUM Job Analysis Process.
PUB DATE- 96
NOTE- 79p.; For a related document, see CE 074 908.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *Competency Based Education; *Curriculum Development; Data Collection; Education Work Relationship; Educational Needs; *Job Analysis; *Job Skills; *Needs Assessment; Occupational Information; Postsecondary Education; Recordkeeping; Records (Forms); Secondary Education; Task Analysis; Validity; *Vocational Education; Worksheets; Workshops
IDENTIFIERS- *DACUM Process

This document explains the DACUM (Developing A Curriculum) process for analyzing task-based jobs to: identify where standard operating procedures are required; identify duplicated low value added tasks; develop performance standards; create job descriptions; and identify the elements that must be included in job-specific training programs. The following are among the topics discussed in sections 1-14: purpose and scope of the process; responsibilities of key players in the process (level 3 facilitators, customers, sponsors, task analysts, workshop facilitation team members); process overview (conducting information presentations, and DACUM Job Analysis Process High Level Flow Diagram); DACUM process policies and guidelines; needs assessment process; considerations in establishing a priority process; customer service agreements; job site visits; three phases of the DACUM job analysis process (DACUM workshop); validation; task analysis; evaluations and audits; DACUM facilitator development process; and recordkeeping and tracking. Concluding the document are a list of four references and the history of the process's revision. Appended are a DACUM information packet and various job analysis process-related forms, including the following: DACUM needs assessment form; internal customer/supplier form agreement; DACUM duty templates; DACUM profile, priority rating chart, and validation letter; task analysis data sheet; job reengineering worksheet; template for developing performance standards; sample level 1 evaluation; audit check sheet; and facilitator evaluation check sheet. (MN)

ED 418 212 CE 075 126

lesson includes objectives, followed by sections on instructional resources, preparation, presentation, review, application, and evaluation. A sample test, as well as transparency masters, are included. Suggested presentation times for each lesson are provided. The bibliography contains 21 references. (KC)

ED 418 230 CE 076 081

Grubb, W. Norton; Badway, Norena
Linking School-Based and Work-Based Learning: The Implications of LaGuardia's Co-op Seminars for School-to-Work Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; *Career Exploration; Community Colleges; *Cooperative Education; *Education Work Relationship; Experiential Learning; *Program Effectiveness; *Required Courses; School Business Relationship; *Seminars; Two Year Colleges; Vocational Education; Work Attitudes; Work Ethic; Work Experience
IDENTIFIERS- *City University of New York La Guardia Comm Coll

The cooperative education program at LaGuardia Community College, New York, incorporates seminars that integrate school- and work-based learning. In the seminars, students examine issues related to work in general, the organizations in which they are placed, and the ways in which their academic preparation is applied at the work site. The cooperative education program, which is mandatory for all full-time students, includes the following: a course that prepares students for their first co-op placement; planning sessions with a faculty advisor; three internships or placements; and three distinct levels of seminars taken in conjunction with each internship. The first and third levels may be specific to a student's chosen area of study or, may be generic, focusing on common workplace issues. All students take the second seminar, "Fundamentals of Career Advancement," which focuses on using the workplace to gain information about skills and personal requirements for upward mobility. Seminars allow students to explore careers, master skills and competencies common to all jobs, and explore social, ethical, political, and moral themes associated with working. Instructional methods in seminars are traditional lecture, class discussion, simulations, role-play, and faculty sharing of personal experiences. Seminar effectiveness depends on these factors: instructor background, training, and understanding of the seminar's purpose; instructional methods; and integration of the program into the larger college curriculum. The work-based component must become central to the educational purposes of the institution. (Contains 18 references.) (YLB)

ED 418 231 CE 076 119

Fingeret, Hanna Arlene; Drennon, Cassandra
Literacy for Life: Adult Learners, New Practices. Language and Literacy Series.
PUB DATE- 97
NOTE- 127p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)

IDENTIFIERS- ERIC Digests; Welfare Reform

The increasing emphasis on work force development as a policy goal is bringing to the forefront a continuing debate over which of two roads--work force education or literacy development--the field of adult education should take. The recent shift in the welfare reform policy from emphasis on investing in basic and job skills to emphasis on quick job placement has caused many adult educators who had previously worked closely with human services agencies to feel "out of the loop." Increasingly, evidence from adult learners themselves and from research on welfare-to-work programs is demonstrating that policies focusing solely on expanding the low-wage labor supply without attention to raising living standards through opportunities for development of skills that can be transferred to multiple employment settings do not result in employment self-sufficiency. Based on the information in the literature, the question should not be "Should adult education focus on either work force education or literacy development?" but rather "Is it possible to combine both literacy development and work force education?" The Goodwill Literacy Initiative in Pittsburgh (Pennsylvania) and Philadelphia's (Pennsylvania) Community Women's Education Project confirm that adult educators can indeed take both roads. (Contains 12 references) (MN)

ED 418 249 CE 076 146

Kerka, Sandra
New Perspectives on Mentoring. ERIC Digest No. 194.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Computer Uses in Education; Educational Strategies; Educational Trends; *Experiential Learning; Internet; *Learning Processes; *Mentors; *Organizational Change; *Technological Advancement; Trend Analysis; World Wide Web
IDENTIFIERS- ERIC Digests; Information Age

Like most institutions in a world of change, the practice of mentoring is being influenced by new forms of work, technology, and learning. Organizational trends such as downsizing, restructuring, teamwork, increased diversity, and individual responsibility for career development are contributing to a resurgent interest in mentoring in the 1990s. Many organizations are instituting formal mentoring programs as a cost-effective way to upgrade skills, enhance recruitment and retention, and increase job satisfaction. Telementoring through the Internet is emerging as a way to pair teachers and learners with subject-matter experts who can provide advice, guidance, and feedback on learning projects. Mentoring supports much of what is currently known about how individuals learn, including the socially constructed nature of learning and the importance of experiential, situated learning experiences. The most effective mentoring is that involving guided experiential learning. Because learning takes place within the social context, the interpersonal relationship of mentor and mentee is considered essential. If developing learning organizations in a learning society is a desirable social goal, mentoring can

Europe toward a learning society (investing in people; promoting employment in an era of structural change; making firms key partners in the learning society; overcoming the fragmentation of life into education, work, and retirement; forging new routes to equal opportunities; diversifying education and training opportunities in Europe); clarification of goals and purposes (reconciling cultural, social, and economic goals; building on past achievements; devising a new "systemic" logic); movement toward a flexible architecture of institutions and opportunities (a learner-centered, consumer-led process of change; learning outcomes as a rallying point; redistribution of life chances); strategic changes in institutional frameworks (schools as foundations for lifelong learning up to age 16; initial vocational training and new pathways from school to work; development and renewal of the adult population's human capital through continuing education; creation of a frontier-knowledge and advanced-skills base through higher education and research); and new ways and means for lifelong learning (new methodologies and networks, more flexible systems of qualifications). (MN)

ED 418 269 CE 076 194

Banks, John
Strategies To Improve Young People's Access to, and Their Progression within, Initial Vocational Training.
PUB DATE- 96
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Articulation (Education); Change Strategies; Compulsory Education; *Disadvantaged Youth; Dropout Prevention; *Educational Attainment; Educational Change; Educational Cooperation; *Educational Improvement; Educational Needs; Educational Practices; Educational Strategies; Foreign Countries; General Education; National Surveys; Postsecondary Education; Prevocational Education; School Holding Power; Secondary Education; Teacher Education; Teacher Improvement; *Vocational Education
IDENTIFIERS- *European Union

Strategies to improve disadvantaged young people's access to and progression within initial vocational training (VT) were identified through a study of relevant experiences within the European Union's member states. The study, which was based on national reports from each country, focused on the following topics: identifying the challenges and problems in compulsory schools and initial VT; improving compulsory education (the need to tackle failure at its roots; curriculum variation; vocational guidance through the curriculum; area-based interventions; Denmark's successful synthesis of guidance and vocational education); increasing readiness for VT (preparatory measures, youth guarantees and outreach measures, alternative institutions as "stepping stones" to training); improving initial VT; implications of training and/or retraining teachers and trainers; and improving cooperation between training providers. Fifteen themes for future cooperation were identified. (Appended are the following: target group definitions; the Netherlands' 1993 plan for reducing early school leaving; "individual programs" in upper secondary school in Sweden; external and internal school "units" in Norway; the "Mission Nouvelles Qualifications" in France; a study of "hard core" disadvantaged young people; discussion of the United Kingdom's "Youth Training" as a model for training of examined through a study that involved four key elements: questionnaire survey of 3,391 students enrolled in GNVQ courses in further education colleges and schools; questionnaire survey of 782 centers providing GNVQs; follow-up interviews and focus groups with 38 of the students who had failed to complete GNVQ courses successfully; and 26 individual staff interviews and 1 group staff interview. Although most students were satisfied with their course and would recommend GNVQs to others, one-fourth of the students left their GNVQ course for work. The top reason cited for withdrawal was "the course was not right for me." The workload involved in completing portfolio evidence satisfactorily was a main reason for student noncompletion. Well-organized work experience placements had a positive impact on achievement rates, as did effective course teams and the systems they used. Simplification of the assessment involved in GNVQs was the top recommendation made by the learning centers surveyed. Other recommendations included the following: deliver key skills in relevant contexts; improve public perceptions of GNVQs and extend financial support to students who would otherwise be at risk of withdrawal. (MN)

ED 418 288 CE 076 221

Bergman, Terri
Public Incentives for Hiring and Training Employees: An Employer's Guide. Workforce Brief #8.
SPONS. AGENCY- Department of Labor, Washington, DC.
PUB DATE- 98
NOTE- 7p.; Product of the National Workforce Assistance Collaborative.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Employer Employee Relationship; *Employment Programs; *Entry Workers; Federal Legislation; *Federal Programs; *Incentives; Job Placement; *State Programs; *Welfare Recipients
IDENTIFIERS- Job Training Partnership Act 1982

The six sections of this brief provide the following information: (1) the types of public incentives available to employers for hiring and training of employees, including increasing economic activity and increasing labor market supply; (2) federally operated incentive programs (Welfare-to-Work Tax Credit, Work Opportunity Tax Credit, Employee Educational Assistance Program); (3) federally funded, state- and locally-operated incentive programs (Job Training Partnership Act, dislocated worker programs, wage subsidies for welfare recipients, welfare-to-work grant); (4) state incentive programs (including 10 examples from 8 states); (5) the realities of incentive programs; and (6) tips on using government incentives successfully. The tips are as follows: use public incentives aligned with company needs and goals; develop a good relationship with someone in the government agency overseeing the incentive program; select a person in the company to head up efforts associated with the incentive program; and consider working with an intermediary organization and having that organization be responsible for working with the government and handling the paperwork, as well as providing support for new hires. The report contains 24 resources for information, including federal and state agencies and companies that have used government incentive programs. (KC)

IDENTIFIERS- *United Kingdom

This book, which is intended for individuals teaching in the United Kingdom's further education (FE) sector, provides practical advice regarding teaching and learning within the context of the changing FE environment and addresses the diverse nature of the curriculum and the student body for which FE is designed. The following are among the topics discussed: FE in context (nature and scope of FE, diversity of the FE student body, and diversity of FE curricula); teaching and learning (approaches to learning; teaching strategies; and assessment and procedures for recording achievement); and professional development (evaluation, reflection, and research; initial professional development of FE teachers and barriers to further professional development; and networks and support agencies). Case studies are provided to help practitioners consider how best to meet the diverse needs of the wide range of individuals now served by FE colleges and to reflect upon the changing policy context of FE and the impacts of those changes on students, programs, and institutions. National targets for education and training are appended. The book also contains practical activities that can be used as catalysts for questioning attitudes and approaches to work in FE. Contains 157 references, 37 suggested readings, and 15 figures. (MN)

ED 418 308 CE 076 251

Rumble, Greville
The Costs and Economies of Open and Distance Learning.
PUB DATE- 97
NOTE- 224p.; Open and Distance Learning Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Budgets; *Cost Effectiveness; *Cost Estimates; Curriculum Design; *Distance Education; Educational Demand; *Educational Economics; Educational Finance; Educational Media; Educational Technology; Estimation (Mathematics); Financial Support; Foreign Countries; Measurement Techniques; *Open Education; Postsecondary Education; *Program Costs
IDENTIFIERS- *United Kingdom

This book is designed to give planners of open and distance learning programs the technical information needed to determine the cost of programs and analyze the behavior of costs. The following are among the topics discussed: budgets; classification of resources (human resources, premises and accommodation, and equipment and furniture); a basic framework for analyzing revenue costs (cost; direct costs, indirect costs, and overheads; fixed, variable, and semivariable costs; cost drivers; variable costs, linearity, and economies of scale; and committed and managed costs); volume and its relationship with fixed and variable costs; treatment of capital costs (depreciation, social discount rate, annualization factor, and investment in course materials); overheads (direct and indirect costs and their relationship to products and services, traditional management accounting, activity-based costing, and identification of cost objects); attribution of costs to joint products; the activity of costing; course design (production rates and reduction of labor costs); media; student support; cost-efficiency (technical issues in drawing comparisons, development of a common methodology for economic studies of distance education, and cost-efficiency of mixed-mode systems); cost-effectiveness (measurement and evidence of cost-effectiveness); cost-benefit

Relationship; *Vocational Education
IDENTIFIERS- *Problem Based Learning

The problem-solving approach to teaching and learning has proved especially useful in vocational education as a way to relate classroom learning to real-life situations or problems. The problem-solving method of teaching places the responsibility for learning on students. Educators and special reform groups in other subject areas refer to a process known as "problem-based learning," which is characterized by four critical features: engagement, inquiry, solution building, and reflection. For effective use of a problem-solving or problem-based approach to teaching and learning, teachers will have to alter three things: the balance of power in the classroom; the focus of attention; and their teaching skills. Reluctance to deviate from traditional teaching methods and incorporate a new teaching philosophy and practices is a major obstacle to adoption of the problem-solving approach to teaching. To implement a problem-solving approach, teachers must improve their interpersonal skills and group dynamics and be able to adapt instructional strategies, resources, and activities to promote students' development of basic skills, thinking skills, and personal qualities. Research has confirmed that, in agricultural education, the problem-solving approach is superior to the subject-matter approach as a way of improving student achievement. (Contains 15 references.) (MN)

ED 418 326 CE 076 299

Lai, Chih-Chien Steven
Program Changes in Technology Teacher Education in Taiwan.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the International Technology Education Association (Fort Worth, TX, March 8-10, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Practices; Educational Trends; Foreign Countries; Higher Education; Program Development; Secondary Education; *Teacher Education; *Technology Education; Trend Analysis; *Vocational Education Teachers
IDENTIFIERS- *Taiwan

Taiwan has two technology teacher departments: one at the National Taiwan Normal University (NTNU) and the other at National Kaohsiung Normal University (NKNU). In recent years, both universities' technology teacher education programs have simultaneously followed two lines of development: the transition from an industrial arts education program to a technology education program and the pursuit of a diversified development. Materials relevant to technology education were reviewed and experts in the field of technology education were interviewed to identify program changes in technology teacher education in Taiwan. Among the conclusions of that research were the following: (1) although the pedagogical aims, structure, and content of the education programs at NTNU and NKNU are faced with diverse operational changes, training of technology teachers remains a main priority at both universities; (2) technology teacher training, technological training, and human resource development constitute the three main development trends for institutions providing technology teacher education in Taiwan; (3) clear differences exist in the direction and pace of development of technology teacher school personnel, outside agencies, and businesses. Urban counselors must have skills in family development and family intervention, dealing with violence, and career counseling. Despite the usefulness of CACREP standards in preparing school counselors, counselor educators should begin exploring and discussing the flexibility of the standards so that urban school counselor training needs are addressed. Counselor educators who work in programs that can be characterized as predominately urban must develop and implement preparation models that can account for the unique relationships and circumstances found in urban schools. Suggestions for training urban school counselors are given. (EMK)

ED 418 344   CG 028 360

Sierra, Zayda
Children's Voices through Dramatic Play.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Qualitative Analysis Conference (14th, Toronto, Ontario, August 8, 1997); and at the Annual Convention of the American Psychological Association (105th, Chicago, IL, August 15-17, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creative Dramatics; *Dramatic Play; Elementary Secondary Education; Program Descriptions; *Self Expression; Teaching Methods; Theater Arts

Dramatic play provides children an excellent way to express their feelings and perceptions of the world that surrounds them. It is also an alternative way for researchers and teachers to capture, understand, and interpret children's voices because of the difficulties that children have in expressing ideas through oral and written language. While dramatic play has been widely used in preschool education, it has been overlooked during the school years. This paper describes a program in theatrical expression, based on dramatic play, with urban children from ages 8 to 14 in a Colombian city. The program uses improvisations or play episodes created by the children without a written script. One of the purposes has been to explore a pedagogical alternative to the authoritarian relationship between teacher and students. The emphasis is on process rather than result and growth rather than entertainment. The creation process resembles qualitative research methods in the different stages of collecting ideas, interpreting children's dramatic plays, composing the final theatrical and musical production, and sharing it with an audience. Dramatic play experiences with older children are shown to provide an appropriate alternative learning approach which integrates several kinds of learning (e.g.; computers, language, culture, writing, the future). Unresolved questions are highlighted. (EMK)

ED 418 345   CG 028 361

MacKinnon, Laurie K.
Trust and Betrayal in the Treatment of Child Abuse.
PUB DATE- 98
NOTE- 260p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Child Abuse; Child Neglect; Counseling Effectiveness; *Counseling Techniques; Counselor Attitudes;

are contained in issue 1: "Management and Administration of Mental-Health Centers: Options and Opportunities," Valerie Lawrence and Allen Wilcoxon; "Perceptions of Employment Variables and Individuals with Specific Disabilities," Michele Chism and Jamie Satcher; "Counseling Students' Preparation and Experiences in Ethics: A National Survey," Debra C. Cobia and Robert E. Kiedinger; "The Miller Analogies Test and Undergraduate Grade Point Average as Predictors of Success in a Masters Level Counselor Education Program," Ken Norem and Sandy Magnuson; and "Predicting Success of Students Enrolled in Masters Level Counselor Education Programs with a Structured Interview: Preliminary Findings," Ken Norem and Sandy Magnuson. Issue 2 supplies tips for successful submission for publication and offers recommendations from the ALCA. Articles are: "Interpersonal Process Recall and Solution-Focused Process Recall in the Supervision of Counselors," Basilia C. Softas-Nall, Christine A. Brier, and Tracy D. Baldo; "Predictors of Job Satisfaction among Public Rehabilitation Counselors in Alabama," Marcheta McGhee and Jamie S. Satcher; "Mental Health Counseling in Rural Appalachia," Dale V. Wayman; "Homosexuality and Disability: Considerations for Rehabilitation Counselor Preservice Training," Jamie S. Satcher, Karla Carmichael, and Jeff Todd; "Review of Admission Procedures of Counselor Education Programs," Denny Chi-Sing Li, Richard Canada, and Mee-Gaik Lim; and "The Impact of Developmental Theory on Individual Counseling," Pamela O. Paisley and Glenda T. Hubbard. (MKA)

ED 418 365 CG 028 402

Wilkins, Victoria; Chambliss, Catherine
Familiarizing Students with the Empirically Supported Treatment Approaches for Substance Abuse Problems.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Alcoholism; *Counselor Training; *Counselors; Family (Sociological Unit); Guidelines; Health Maintenance Organizations; Higher Education; Outcomes of Treatment; Psychotherapy; Smoking; *Substance Abuse
IDENTIFIERS- *Empirical Methods; Family Therapy

When training counseling students, it is important to familiarize them with the clinical research literature exploring the efficacy of particular treatments. The bulk of the document is comprised of a review of empirically supported treatments (ESTs). ESTs or evidence-based treatments are grounded in studies recommended by the American Psychological Association. To qualify for inclusion in this EST listing, research must have shown that it leads to a reduction or remission of the disorder or problem at a rate higher than occurs with the passage of time, or that it outperforms an alternative active treatment. Knowledge of a treatment that has been shown to be efficacious should affect decisions about how one practices psychotherapy. ESTs are examined in the following areas: managed psychotherapy work, alcoholism treatments, patient-treatment matching, therapeutic alliance, opiate addiction, the role of families in treating substance abuse, and family therapy. (Contains approximately 115 references.) (MKA)

ED 418 366 CG 028 403

Presidential Initiative on Drugs, Driving, and Youth:

A study explored the storybook reading experiences between Ms. Garza and her children. A broad conception of the zone of proximal development, involving use, adaptation, and transformation of culturally shaped tools in the process of shared activity, provides the framework for examining this particular Mexican-American family's reading behavior. Data resulted from taping and transcribing storybook reading events during two periods, approximately 2 weeks in length, in the home. The Garzas represent many of the Latino immigrant families served by southern California urban public schools: low income; primarily Spanish-speaking parents; and children in a bilingual school program. The family actively supports their three elementary-age children's education. At the beginning of each taping period, the family was provided with various children's books in Spanish, from which they could choose freely. Several books related to their cultural heritage were included before the second taping. Grounded categories were developed representing the language functions in the first taping, and after transcription and coding data from the second taping, these grounded categories were confirmed and added to. Four categories of book reading interaction were elaborated: reading practice; adult-directed exchange; collaborative interpretation; and cultural transmission. The variety of interactions defies generalization. Findings reveal the key influence of content on the family's book-reading interaction. Data also reveal a process in which an immigrant family appropriates a tool from the host culture, infusing it with their own purposes and forms. The cultural activity which the Garzas engaged in during storybook reading suggests the need to locate shared activity within their sociocultural environment. Family literacy programs for diverse communities should be sensitive to families' sociocultural realities. (Contains 25 references, and "Categories of Language Functions" is appended.) (NKA)

ED 418 384 CS 013 159

Reading Excellence Act. Report Together with Minority and Dissenting Views To Accompany H.R. 2614 , House of Representatives, 105th Congress, 1st Session.
PUB DATE- 97
NOTE- 194p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Family Literacy; Federal Legislation; *Inservice Teacher Education; Instructional Effectiveness; Primary Education; *Reading Improvement; *Reading Instruction; *Reading Skills
IDENTIFIERS- Proposed Legislation; Reading Management

This report (together with a minority view and a dissenting view) presents the Reading Excellence Act (H.R. 2614). The act is designed to improve the reading and literacy skills of children and families by improving inservice instructional practices for teachers who teach reading, to stimulate the development of more high-quality family literacy programs, to support extended learning-time opportunities for children, and to ensure that children can read well and independently not later than third grade. The report presents the amendments to the Elementary and Secondary Education Act of 1965 as required by the Reading Excellence Act, the roll call votes of the Committee on Education and the Workforce, and changes to existing laws made by the Act. (RS)

Ericson, Lita; Juliebo, Moira Fraser
The Phonological Awareness Handbook for Kindergarten and Primary Teachers.
PUB DATE- 98
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Class Activities; *Kindergarten; Learning Activities; *Metalinguistics; *Phonetics; Primary Education; *Reading Readiness; Student Needs; Teaching Guides
IDENTIFIERS- *Phonemic Awareness; *Phonological Awareness; Phonological Processing

This handbook offers a practical and comprehensive means of teaching and monitoring children's development of phonological awareness in the classroom. The handbook points out that studies have shown clearly that even informal phonological awareness activities, such as the natural and spontaneous word play found in stories, songs, and games, can result in positive gains in reading and spelling achievement. The handbook provides answers to frequently asked questions about phonological awareness, offers a possible teaching sequence, and suggests a variety of activities to enhance children's phonological awareness. Its activities are intended to help children enjoy playing with sounds and to build a strong foundation in sound play and knowledge of rhymes in preparation for higher level tasks. Pre- and postteaching tests are included in the Appendix to assist teachers in assessing their students' progress and development. Also included are helpful lists, materials, and resources. (NKA)

ED 418 405 CS 013 181

Super Tutor Spelling, Grades 7-12. CD-ROM .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Assisted Instruction; Educational Games; Independent Study; Secondary Education; *Skill Development; *Spelling; *Spelling Instruction; *Word Lists
IDENTIFIERS- *Interactive Teaching; Spelling Growth; *Words

This program offers a collection of interactive lessons and examples designed to help students learn to spell 2000 words. The program's multimedia tutorial style provides a challenging and enjoyable way to improve spelling skills. In the quizzes, exercises, and games in the program, the student can both hear how the words are pronounced and see how they are spelled. The program's key features include: over 100 word lists with previews; descriptions of spelling rules; visual and auditory prompts; active and passive spelling games; and exercises and quizzes. (NKA)

ED 418 406 CS 216 172

Parfitt, Matthew
What Kind of Discourse? Thinking It through.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the

individual. Primary children enjoy slapstick and comic mishap. By the time children has reached the intermediate grades, they have developed quite a sense of the logical principles of humor. Humor for the intermediate child becomes a vehicle for social interaction. As children reach secondary school, their sense of humor is still developing but they can relate to all types of humor, including much that is targeted toward adults. Children's preferences in literature naturally follow the developmental stages mentioned. When selecting humorous books for children, their preferences and interests at the various levels of development must be taken into consideration. Aside from being a powerful motivational factor for children since it appeals to them and promotes their willingness to read and write, humorous literature can provide other educational functions in the classroom. Listening and speaking skills are strengthened when students can relate a funny story of their personal experience--writing it down and illustrating it turns it into a valuable literary experience. Because young children are learning phonology, syntax, and the semantics of language, humorous rhymes, repetition, chants, and nonsense stories are a great source for instruction. (NKA)

ED 418 427 CS 216 317

Graves, Donald H.
How To Catch a Shark and Other Stories about Teaching and Learning.
PUB DATE- 98
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Philosophy; Elementary Secondary Education; Higher Education; Learning Processes; *Personal Narratives; *Reflective Teaching; *Reminiscence; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- Autobiographical Recall; *Reflective Thinking

This anthology of 32 autobiographical tales is based on both personal and professional experiences. The anthology's eclectic tales offer: recalled moments of childhood wonder; anecdotes about remarkable and not-so-remarkable students; lessons from the pulpit as well as the battlefield; and stories of painful loss, hilarious mishaps, and awesome epiphanies. Each tale teaches as it reveals the nature of human learning. The point of the tales is clear: the best way to be an effective, responsive teacher is for each individual to examine his or her learning histories. At the end of each story in the anthology is a practical exercise for reflection. (NKA)

ED 418 428 CS 216 319

Mallett, Sandra-Lynne J.
Giving the Devil His Due.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Characterization; *Classics (Literature); Foreign Countries; Higher Education; Instructional Effectiveness; Interpretive Skills; *Literary Criticism; *Short Stories
IDENTIFIERS- Hawthorne (Nathaniel); Response to Literature;

This book describes work that has been done with verbally impaired individuals (autism, brain surgery, Down's Syndrome) who are unable to use language to convey even the simplest idea. The book points out that such people are not necessarily strangers to language, they just have not found a way to express themselves. The work discussed in the book has given verbally impaired persons the tools to communicate. Through the use of computer technology, a dedicated teacher developed a technique in which pictures, words, and letters displayed on a computer keyboard or screen could be manipulated and combined by the patient to express himself or herself. This "facilitated communication" technique has enabled the teacher to interpret the previously unutterable thoughts, emotions, and stories of her patients. The book tells the stories of many patients trying to break through to the use of language--these stories will make readers rethink the definitions of communication and mental retardation, as well as remind them how much can be gained by listening to those who have been kept silent. (Contains a glossary of terms used, a list of resources for further reading, a bibliography, and an index.) (NKA)

ED 418 449 CS 509 817

McAllen, Audrey E.
The Listening Ear: The Development of Speech as a Creative Influence in Education (Learning Resource Series).
PUB DATE- 89
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Consonants; Creative Activities; Educational Practices; Elementary Education; Instructional Effectiveness; *Listening Skills; Remedial Instruction; Remedial Programs; *Speech Improvement; *Speech Instruction; *Speech Skills; Teaching Guides

This book gives teachers an understanding of speech training through specially selected exercises. The book's exercises aim to help develop clear speaking in the classroom. Methodically and perceptively used, the book will assist those concerned with the creative powers of speech as a teaching art. In Part 1, there are sections on the links between speech and child development, the speech organs, the effects of artificially produced sound on speech development, rhythm and meter, and the sound groups. In Part 2, the consonants are linked to the constellations of the zodiac and applied to classroom work. Part 3 contains: a bibliographic note from Imma von Eckhardtstein; "Introduction Motifs of the Twelve Constellations" (Fiona Tweedale); "Appendix: Live Music and Recorded Sound" (Norbert Visser); 30 references; a bibliography and a list of useful addresses and resources. (CR)

ED 418 450 CS 509 818

Wilkinson, Roy
The Origin and Development of Language (Learning Resources Series).
PUB DATE- 92
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)

Africa, that region of Africa south of the equator, cannot be initiated without responding to the need for fundamental educational reform. In this study, transformation is defined as basic change in the structure of national institutions to allow the individual a maximum opportunity to ensure his advancement, without any restrictions in terms of socioeconomic development and political freedom to participate in the national purpose. Chapters include: (1) "Southern Africa in Crisis: A Region in Need of Reform"; (2) "The Imperative of Educational Reform in a Historica Context"; (3) "The Purpose of Educational Reform in Southern Africa"; (4) "Prerequisites of Educational Reform"; (5) "Theory of Educational Reform in Contemporary Southern Africa"; (6) "Approaches to Educational Reform"; (7) "Results of Educational Reform"; and (8) "Educational Reform and the Transformation of Southern Africa: Summary, Conconclusions, and Implications." (AA)

ED 418 471 EA 028 946

Gardner, Howard
Leading Minds: An Anatomy of Leadership.
PUB DATE- 95
NOTE- 400p.; "Written in collaboration with Emma Laskin."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Development; Audiences; Biographies; Child Development; Communication Skills; *Leaders; Leadership; *Leadership Qualities; *Leadership Styles; *Personal Narratives

Despite a rapidly changing world, leadership remains crucially important in institutions ranging from schools to nations. Much of what is beneficent in the world has been inspired by farsighted leaders, even as many of the horrors of the world have been wrought by leaders who, while perhaps equally gifted, have used their powers destructively. This study helps explain what leadership entails, from a psychological perspective, and why skilled, constructive leadership has not proved easy to come by in closing the years of the twentieth century. The final pages contain suggestions about how effective leadership might be fostered in the future. The text presents, in 3 parts, 11 examples of leadership. Part 1, "A Framework for Leadership," is divided into 3 sections: "Introduction: A Cognitive Approach to Leadership"; "Human Development and Leadership"; and "The Leaders' Stories." Part 2 includes 9 of the 11 case studies of the 20th century leaders: "Margaret Mead: An Observer of Diverse Cultures Educates Her Own"; "J. Robert Oppenheimer: The Teaching of Physics, the Lessons of Politics"; "Robert Maynard Hutchins: Bringing 'The Higher Learning' to America"; "Alfred P. Sloan, Jr.: The Business of America"; "George C. Marshall: The Embodiment of the Good Soldier"; "Pope John XXII: Rediscovering the Spirit of the Church"; "Eleanor Roosevelt: Ordinariness and Extraordinariness"; "Martin Luther King, Jr.: Leading in a Rapidly Changing Environment"; "Margaret Thatcher: A Clear Sense of Identity" and finishes with "A Generation of World Leaders." Part 3, "Conclusion: Leadership That Looks Forward," includes the final case studies, "Jean Monnet and Mahatma Gandhi: Leadership beyond National Boundaries," and a summary, "Lessons from the Past, Implications for the Future." Appendices include: (1) "The Eleven Leaders Viewed along the Principal Dimensions of Leadership" and (2) "The Leaders of the Second World War." (Includes a name index, a subject index, and approximately 375 references.) (AA) self-assessment forms, a glossary, and other information. (Contains a glossary, an index, and approximately 150 references.) (RJM)

ED 418 490 EA 028 991

Morgan, Gareth
Images of Organization. New International Edition.
PUB DATE- 96
NOTE- 486p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Change; *Administrative Principles; Change Strategies; Evaluation; *Leadership; Leadership Qualities; *Metaphors; Organizational Climate; Professional Development
IDENTIFIERS- Control Theory; Learning Organizations

Effective managers and professionals in all walks of life have to become skilled in the art of "reading" the situations they are attempting to organize or manage. Ways in which individuals can develop the art of reading and understanding organizational life are presented in this book. It focuses on the premise that all theories of organization and management are based on implicit images or metaphors that lead us to see, understand, and manage organizations in distinctive yet partial ways. Subsequently, each chapter employs metaphor to address different themes. These themes include organizations as mechanisms, as organisms, as brains, as manifestations of cultures, as political systems, as psychic prisons, as flux and transformation, and as instruments of domination. The text explores how each of these metaphors can create new management competencies. Of particular interest to educators is chapter 4: "Learning and Self-Organization: Organizations as Brains" (p.73-118), which describes how to develop new principles for creating "learning organizations" in practice, how new insights from brain research point to new organizational designs, and how corporate culture acts as a kind of "DNA" as it pervades the lives of workers. Other key concepts address how gender, diversity, and the unconscious influence corporate culture, and how to avoid being captured by the latest fashions and trends in management. (Includes an index and approximately 925 references.) (RJM)

ED 418 491 EA 028 992

Stumpo, Vincent M.
The Accountable Curriculum: A Merit-Based High School Diploma Program.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Accountability; Curriculum Design; Degree Requirements; Educational Innovation; Educational Objectives; *Graduation Requirements; High Schools; *National Competency Tests; National Norms

Recent research on student achievement conducted by the National Assessment for Educational Progress (NAEP) indicates that American students are deficient in reading, mathematics, writing, and other skills. To reverse this trend, the collecting information about students' experience of crime and crime-related conditions at school. This report presents a national portrait of the degree to which students ages 12 to 19 experience violent crime or theft of their property at school and their perceptions of the presence of guns, street gangs, and illegal drugs at their schools. It also highlights the important changes in these crime-related factors that occurred from 1989 to 1995. Students for the study were interviewed in their homes, either in person or by telephone. It was found that more students were exposed to certain problems at school in 1995 than in 1989. The former group was more likely to report that they had experienced violent victimization, could obtain drugs, and were aware of street gangs at school. A second key finding was that various types of problems tended to coexist; for example, reports of violent victimization were higher among students who believed drugs were available than among students who reported that drugs were not readily available. Contains 5 tables and 15 figures. (RJM)

ED 418 512   EC 306 076

Dickson, Mary B.
Employment Considerations for People Who Have Diabetes. Implementing the Americans with Disabilities Act.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Career Development; Civil Rights Legislation; *Diabetes; *Disability Discrimination; Educational Legislation; *Equal Opportunities (Jobs); Federal Legislation; Personnel Management; *Special Health Problems
IDENTIFIERS- *Americans with Disabilities Act 1990; Attitudes toward Disabled; *Reasonable Accommodation (Disabilities)

One of a series of guides on implementing the Americans with Disabilities Act (ADA), this guide focuses on employment considerations for people who have diabetes. First, the condition of diabetes mellitus, both Types I and II, is briefly explained. Next, the relationship of diabetes to the ADA is examined, including the definition of a disability in the ADA, and examples of how a person with diabetes might be discriminated against in employment. Next, implications of diabetes for the workplace are considered, as are types of jobs that people with diabetes do. Reasonable accommodations for a person with diabetes under the ADA are discussed, such as accommodating visual loss, facilitating regular testing of blood glucose levels, and frequent meal breaks. Employers are urged to assume that people with diabetes have the same career goals and aspirations as any other employee. A list of suggested resources is attached. (DB)

ED 418 513   EC 306 077

Bruyere, Susanne M.; Hoying, Joyce
Cultural Diversity and the ADA. Implementing the Americans with Disabilities Act.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

The Consortium on Inclusive Schooling Practices (1996) developed a framework to analyze state and local policies and their relationship to the development of inclusive schooling practices. The framework focuses on standards-based systemic reform across six major policy areas: curriculum, student assessment, accountability, personnel development and professional training, finance, and governance. This brief discusses accountability by defining the concept and illustrating six approaches to its implementation, including: (1) accountability through performance reporting; (2) accountability through monitoring and compliance with standards or regulations; (3) accountability through incentive systems; (4) accountability through reliance on the market, including vouchers and open enrollment strategies; (5) accountability through changing the locus of authority or control of the schools; and (6) accountability through changing professional roles. System and student accountability are discussed, as well as the different consequences states have mandated for district and school performance. Specific perspectives on accountability as it relates to the inclusion of students with disabilities are reviewed, including indicators of accountability; federal, state, and local perspectives; and suggested family assurances. The brief concludes that students with disabilities are underrepresented in assessment systems and that there are few if any incentives for their inclusion. (CR)

ED 418 530   EC 306 339

Fisher, Douglas; Roach, Virginia; Kearns, Jacqui
Statewide Assessment Systems: Who's In and Who's Out?
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Standards; Access to Education; *Accountability; *Disabilities; *Educational Assessment; Educational Innovation; Educational Policy; Elementary Secondary Education; Inclusive Schools; Models; *Performance Based Assessment; *Portfolio Assessment; School Effectiveness; State Programs; *Student Evaluation
IDENTIFIERS- Kentucky

The National Consortium on Inclusive Schooling Practices (1996) developed a framework to analyze state and local policies and their effects on school inclusion. The framework focuses on standards-based systemic reform across six major policy areas: curriculum, student assessment, accountability, personnel development and professional training, finance, and governance. This brief discusses student assessment and the need to encourage the involvement of all students, including students with disabilities, in statewide assessments. The following topics are addressed: (1) why students are assessed; (2) the relationship between standards and assessment; (3) what we know about reforms in assessment; (4) questions to consider in statewide assessment systems; (5) students with disabilities and state assessment in Kentucky; (6) provisions in the new Individuals with Disabilities Education Act that require students with disabilities to be included in state assessments; (7) alternative portfolios; (8) the content of alternative portfolios; (9) how alternative assessment are scored; and (10) how state assessments are linked to accountability. The brief cognitive, psychomotor, and affective domains. The first section of the booklet provides an overview of the brain as a biological neural network. Following this section is one on artificial neural networks and how they shed light on human physiology. The next section addresses learning in the context of neural networks and describes three processes intrinsic to biological neural networks and their relation to learning taxonomies. Then recommendations are provided for applying neural networks to educational practice and a detailed illustration of these teaching strategies is provided, including recommendations such as: (1) establish learning objectives; (2) develop a shared experience; (3) employ targeted teaching and learning strategies; (4) assign drill, practice, and application exercises; and (5) test students' mastery and provide feedback. The roles of administrators and counselors in facilitating the learning process in students is also addressed. (Contains 22 references.) (CR)

ED 418 549 EC 306 358

CBR Models and Training Viable for India. Proceedings of the Workshop (Chennai, India, March 3-5, 1997).
PUB DATE- 97
NOTE- 77p.; Co-sponsored by the Rehabilitation Council of India, and UNICEF, Chennai.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Birth Weight; Children; *Community Programs; *Disabilities; Early Intervention; Employment; Empowerment; Foreign Countries; Models; Needs Assessment; *Policy Formation; Prevention; *Professional Development; Program Development; *Rehabilitation Programs; Self Help Programs; Surveys; Training; Training Methods
IDENTIFIERS- *India

This report describes the proceedings of a three-day workshop on community-based rehabilitation (CBR) models and training in India. The workshop included 72 professionals from India, Sri Lanka, Nepal, Canada, and the United Kingdom. Sessions and papers from the workshop are summarized and address the following topics: (1) a training module for the multipurpose rehabilitation worker; (2) the Rehabilitation Council of India's approach toward CBR; (3) the role of the United Nations Children's Education Fund; (4) whether CBR models are viable for India; (5) the outcome of a needs assessment survey of 1,683 individuals with disabilities; (6) prevention of low birth weight; (7) empowerment of individuals with mental retardation; (8) factors for success in rehabilitation; (9) the importance of worker's attitudes in CBR; (10) curriculum for personnel training in CBR; (11) training and evaluation in CBR; (12) curriculum for training for working with specific disabilities; (13) employing people with disabilities; (14) proposed policies and development of a CBR program for persons with disabilities; (15) CBR in practice in India; (16) the CBR linkage model of early intervention; (17) a CBR fact sheet; and (18) self help groups for adults with disability in CBR programs. (CR)

ED 418 550 EC 306 359

Creating Systems Change through Policies, Practices, Laws, Regulations, Procedures, and Organizational Structures. Tech Act Projects Accomplishments Series.

Relationship; *Research and Development; *Special Education; Teacher Attitudes; *Theory Practice Relationship

This volume presents 14 papers which address current issues and practices in special education. The papers are: (1) "National Educational Reform: General and Special Education" (Joyce Fiddler and Freddie W. Litton); (2) "Linguistically Appropriate Special Education" (Herbert Grossman); (3) "Portfolio Assessment: An Individualized Approach for General and Special Educators" (Tammy Benson, Kathleen Atkins, Freddie W. Litton); (4) "Classroom Disruption: Educational Theory as Applied to Perception and Action in Regular and Special Education" (Barbara F. Zimmerman); (5) "Community Counseling for Adults with Mental Disabilities: ADAPPT" (Sandra A. Burkhardt); (6) "Curriculum and Teachers' Attitudes: The Impact of the Change Process in Special Education" (Sheila Marie Trzcinka); (7) "The Effectiveness of Facilitative Communications on Specific Populations with Impaired Communicative Skills: Myth or Miracle" (Christine M. Kernwein); (8) "HIV/AIDS Education and Prevention for Individuals with Exceptionalities" (Carrie J. Dacko); (9) "Emotional First-Aids for Exceptional Learners" (Festus E. Obiakor, Gloria Campbell-Whatley, John O. Schwenn and Elizabeth Dooley); (10) "Fragile X Syndrome: Genetics, Characteristics, and Educational Implications" (Gail Harris-Schmidt and Dale Fast); (11) "Cognitive-Behavioral Modification for Children and Young Adolescents with Special Problems" (Tim Wahlberg); (12) "Assessing Dementia and Depression in Adults with Mental Retardation" (Kirsten Mitchell); (13) "Assessment and Treatment Implications for Alcohol and Substance Abuse Comorbid with Traumatic Brain Injury" (Randolph A. Stevens); and (14) "Sexual Abuse of Persons with Disabilities" (Kathleen A. Keating). (Individual papers contain references.) (DB)

ED 418 567 EC 306 377

Sweeney, Wilma K.
The Special-Needs Reading List: An Annotated Guide to the Best Publications for Parents and Professionals.
PUB DATE- 98
NOTE- 314p.; Foreword by Ann Turnbull.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Child Behavior; *Child Rearing; *Disabilities; Family Environment; Infants; *Parent Education; *Resource Materials; Social Support Groups; Toddlers
IDENTIFIERS- *Special Needs Children

This annotated resource guide lists books, periodicals, and organizations relevant to the needs of parents of children with disabilities. The books and periodicals were chosen as being up-to-date, accurate, written in parent-friendly language, written with a parent's information or support needs in mind, generally affordable, or considered a classic. Part 1 describes books and other publications on topics of interest to families of children with a wide range of disabilities. Topical areas are: disability awareness, infants and toddlers, daily care, family life, discipline and behavioral concerns, education, health care, advocacy and legal rights, sign language and augmentative and alternative communication, technology, Internet resources, community integration and friendship, recreation, sexuality and relationships, planning for the future, and death and dying. Part 2 is organized around the following specific disabilities: attention deficit disorders, autism and pervasive developmental disorders (PDD), cerebral palsy, cleft palate and facial

DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; *Computer Networks; Computer Software; *Deafness; Dialogs (Language); Disabilities; Discussion (Teaching Technique); Elementary Secondary Education; *English; Higher Education; Interaction; *Interpersonal Communication; *Language Acquisition; Language Arts; Mathematics Instruction; Problem Solving; Reading Instruction; Science Instruction; Sign Language; Telecommunications; Whole Language Approach; Writing Instruction

IDENTIFIERS- *Content Area Teaching

Electronic Networks for Interaction (ENFI), an instructional tool for teaching reading and writing using computer technology, improves the English reading and writing of deaf students at all educational levels. Chapters address these topics: (1) the origins of the technique; (2) how ENFI works in the classroom and laboratory (software, lab arrangement, managing the technology, encouraging written interaction, integrating writing and sign language, integrating ENFI with curriculum, and adapting teaching to the medium); (3) ENFI in deaf education and whole language instruction; (4) ENFI activities (topical discussions, discussing a reading text, math concepts/problems, science concepts/vocabulary, class projects, teacher-posed problems, hypothetical crises, collaborative story-writing, and focusing on English structure); (5) factors that can influence the quality of ENFI discourse (number of participants, discussion topic, teacher's role, activity type, classroom management, and student's written English proficiency); (6) interactional scaffolding in network conversations (modeling vocabulary, spelling, narrative, elaboration, task focus, and scaffolding off the network); and (7) language development on the network. A list of software companies, with addresses, is appended. Contains 26 references. (MSE)

ED 418 587   FL 025 152

Kuntz, Patricia S.

Distance Education Technology--Foreign Language Instruction in the Central States.

PUB DATE- 98

NOTE- 92p.; Paper presented at the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (Milwaukee, WI, March 26-29, 1998).

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Assisted Instruction; Computer Uses in Education; Course Evaluation; *Course Organization; *Curriculum Design; *Distance Education; *Educational Technology; Information Technology; Regional Characteristics; Second Language Instruction; *Second Languages; *Uncommonly Taught Languages

IDENTIFIERS- United States (Central)

A study of distance education opportunities for second language learning in the Central States region, especially in the less commonly taught languages (LCTLs), investigated the need for such instruction, available technologies, and instructional course design. The first section examines the implications of distance language instruction for the region and the nature of involvement within major language education groups. The second section, which concerns instructional technologies, details the role and limitations of technology in second language instruction (including instructional materials, equipment, tasks. English translations of Japanese examples/readings, and the readings reproduced in the original format, appear in the appendixes. (JL)

ED 418 607 FL 801 221

Gaer, Susan
Using Software in the Adult ESL Classroom. ERIC Q & A.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Computer Assisted Instruction; *Computer Software; Curriculum Design; *English (Second Language); *Literacy Education; Second Language Instruction; Second Language Learning

Increasingly, adult English-as-a-Second-Language (ESL) learners have access to computers, whether it is in a language lab once or twice a week or in the classroom. This report provides an overview of the types of ESL software and includes guidelines for the appropriate use of software in the adult ESL classroom. Individual sections address the following: (1) what types of software are available?; (2) what kind of software is appropriate for adult ESL classrooms?; (3) how do I select software for the classroom?; (4) what kind of technical expertise do I need?; (5) what do the students need to know about computers?; (6) how do I coordinate the software with the curriculum?; (7) how can I integrate the software into instruction? (8) how can I follow up the software with activities?; (8) how do I prepare my students to use the specific software? (Contains 9 references, 13 software references and 5 encyclopedic references.) (JL)

ED 418 608 HE 030 581

Evenbeck, Scott E.; Foster, Mary C.
The Urban First Year Experience: Building Community Benefits Faculty and Other University Professionals and Serves Students Well.
PUB DATE- 96
NOTE- 15p.; Paper presented at the International Conference on the First Year Experience (9th, St. Andrews, Scotland, United Kingdom, July 18, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Advising; College Faculty; *College Freshmen; College Instruction; College Programs; Curriculum Development; *Faculty Development; Higher Education; Library Role; *Mentors; Program Descriptions; School Holding Power; Seminars; State Universities; Teamwork; Technology; *Urban Universities
IDENTIFIERS- *Indiana Univ Purdue Univ at Indianapolis

This paper describes efforts by Indiana University Purdue University Indianapolis (IUPUI) to develop programs to serve the needs of first-year students, focusing on collaborative efforts across the university system to retain nontraditional and underrepresented students. The School of Liberal Arts ability to project a political voice for students nationally. Chapters in the book focus on the following topics: (1) the stirring of student activism from 1900 to 1930; (2) development of the leftist movement during the thirties; (3) the postwar years, marked by liberal currents amid apathy; (4) sporadic radical and other movements during the fifties; and (5) the revival of student activism during the late fifties; and (6) the new left in the context of American student activism. An appendix lists American student organizations concerned with social and political action, with dates. (Individual chapters contain references.) (BF)

ED 418 628   HE 031 157

Utah System of Higher Education Data Book (Supplement to Operating Budget Request) 1998-99.
PUB DATE- 98
NOTE- 340p.; For 1997-98 edition, see ED 405 777.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgets; College Libraries; Community Colleges; Comparative Analysis; Costs; Degrees (Academic); *Educational Finance; Enrollment Trends; Higher Education; Library Services; Operating Expenses; *State Universities; Student Costs; Student Financial Aid; Tables (Data); Teacher Salaries; Tuition; Two Year Colleges; Vocational Education
IDENTIFIERS- *Utah

This report provides detailed statistical data on the Utah System of Higher Education (USHE), including institution-specific data on the system's four universities and five community colleges. The institutions include the University of Utah, Utah State University, Weber State University, Southern Utah University, Snow College, Dixie College, College of Eastern Utah, Utah Valley State College, and Salt Lake Community College. Comparative data on degrees and awards are included for Brigham Young University, Westminster College and Latter-Day Saints Business College. The report includes an executive summary and tables covering: (1) degrees and awards 1987-88 through 1996-97 for public and private institutions; (2) enrollment and enrollment trends; (3) applied technology education enrollments and expenditures; (4)tuition and fees 1997-98; (5) student financial aid; (6) revenues, expenditures, and current funds balances; (7) USHE budget history; (8)1996-97 USHE full cost study and related data; (9)staffing summaries for 1990-91 through 1997-98; (10) salaries and compensation 1987-88 through 1996-97; and (11) comparisons. (BF)

ED 418 629   HE 031 158

Compilation of Student Financial Aid Regulations through 12/31/97.
PUB DATE- 98
NOTE- 574p.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reference Materials - General (130)
DESCRIPTORS- Accrediting Agencies; Agency Role; *Compliance (Legal); *Confidential Records; Drug Abuse; *Eligibility; Federal Legislation; *Federal Regulation; Grants; Higher Education; Incentives; Prevention; Privacy; Public Agencies; Scholarships; State Government; *Student Financial Aid; Student Loan Programs; Teacher Education; Work Study Programs
IDENTIFIERS- Higher Education Act Title IV

type--public institutions, private institutions, junior colleges, and seminary/bible colleges. Tables and graphs are grouped into the following categories: (1) current enrollment, (2) enrollment trends, (3) undergraduate transfers, (4) degrees conferred, (5) faculty, (6) library resources, (7) costs to students, (8) admissions, (9) student financial aid, and (10) student housing. (DB)

ED 418 649 HE 031 178

Grayson, J. Paul
Value Added in Generic Skills between First and Final Year: A Pilot Project. ISR Working Paper.
PUB DATE- 96
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; *College Outcomes Assessment; Foreign Countries; Grade Point Average; Higher Education; Predictor Variables; *Self Evaluation (Individuals); Student Development; *Student Evaluation
IDENTIFIERS- *Value Added Model; *York University ON

This study evaluated the development of generic skills by students in the Arts Faculty at York University (Ontario, Canada) by comparing entering students and graduating students on a self-report measure. The specific skills evaluated included analytical, communication, personal, organizational, comparative, job procuring, basic numeracy, and computer skills. The study was based on a "value added" approach to measuring the effectiveness of the college experience. A questionnaire was developed and completed by 480 graduating students and 812 entering students in Fall of 1995. Overall, the study found that graduating students scored higher than entering students on all measures of skill and the magnitude of change observed was comparable to that observed in similar studies conducted in the United States. Correlations among high school grades, cumulative grade point averages, and various skills, however, was low suggesting that good high school and university grades do not necessarily indicate high levels of generic skills.(DB)

ED 418 650 HE 031 179

Grayson, J. Paul
The Retention of First Year Students in Atkinson College: Institutional Failure or Student Choice?
PUB DATE- 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; *Academic Persistence; Adult Students; College Bound Students; *College Freshmen; Evening Programs; *Evening Students; Foreign Countries; Higher Education; *Part Time Students; School Holding Power; Student Characteristics; Student Motivation; Undergraduate Study
IDENTIFIERS- *York University ON

This study evaluated whether the low retention rate (53 percent) between their first and second years of students at Atkinson College, the part-time evening school of York University (Ontario, Canada) is primarily due to institutional failure or to the characteristics and choices of mature students. A survey was sent to admitted students in September 1993 which covered faculty groups was not statistically significant, sex discrimination in faculty salaries still exists. Female faculty members received 6.6 to 9.0 percent less than their male counterparts in 1992, controlling for degree, rank, professional experience, discipline, union membership, and other factors. The proportions of salary differentials varied depending on the specific model used. Although there were no fundamental differences in the sign and statistical significance of the coefficients between pooled and separate models by sex, in separate models minority group membership had significant effects on faculty salary across the models, except for the basic model for the female group. However, male or female minority faculty members enjoyed either a salary advantage or suffered a salary disadvantage depending on the model used. It was concluded that the interpretation of salary differentials by race should be carefully made, since the coefficients are sensitive to the model used. (Contains 43 references.) (MDM)

ED 418 669 HE 031 198

Serafin, Ana Gil
Outreach to Future Hispanic Educational Leaders.
PUB DATE- 98
NOTE- 19p.; Paper presented at the National Student Success Conference (Kansas City, MO, April 1-3, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education Programs; Community Involvement; Cultural Differences; Higher Education; *Hispanic Americans; Internet; *Leadership Training; Masters Degrees; *Minority Group Teachers; *Outreach Programs; Program Descriptions; *Student Recruitment
IDENTIFIERS- *Northeastern Illinois University

This paper discusses issues related to the recruitment of Hispanic-American educational leaders, focusing on the El Centro de Recursos Educativos outreach center at Northeastern Illinois University in Chicago, which began operation in Fall 1997. It examines the characteristics of successful programs for Hispanic recruitment and retention and the demographics of the Hispanic student population. Among other things, the El Centro program offers courses taught bilingually in Spanish and English and a new, 36-credit school leadership master's degree for teachers. The paper outlines current recruitment strategies for Hispanic students and teachers and recommends the following strategies: (1) public service announcements; (2) direct Hispanic community contacts; (3) professional bilingual publications; (4) written notifications to school districts; (5) delivering information through teachers' school meetings; (6) using the Internet; (7) using current students as recruiters; and (8) open house events. Current challenges and future directions of the program are also addressed. (Contains 20 references.) (MDM)

ED 418 670 HE 031 199

Grayson, J. Paul
Race and First Year Retention on a Canadian Campus. Working Paper .
PUB DATE- 95
NOTE- 44p.

Green, Annette
The Literacy Teacher as Model Writer.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Creative Writing; Foreign Countries; High School Equivalency Programs; *Literacy Education; *Modeling (Psychology); *Self Expression; Writing Improvement; Writing Instruction; *Writing Processes; Writing Skills; *Writing Strategies
IDENTIFIERS- Australia

Since her Certificates in General Education for Adults class had not achieved the required competencies at writing for self-expression, a teacher felt it would be an appropriate genre for her to model. She drafted, edited, and completed the text on a large-screen computer. When trying to decide whether each text achieved the competencies required at each level, the teacher became aware of difficulties experienced by the students as authors and herself as a marker. The class wanted the text to be perfect from the beginning; the teacher wanted to focus on the writing process. In the second writing session, the class was more vocal and critical. The strategies the class used to try to tighten and amend part of the teacher's writing changed quite markedly between the two sessions. The teacher was frustrated that she and the class did not share a meta-language to describe faults and features of texts. By not preparing ahead, the teacher became more realistically aware of the thoughts and feelings of a less experienced writer and perceived more clearly how writing can be so daunting to students. One of the teacher's main points was to demonstrate that very few writers get it right first time. The students realized writing is always a struggle, and constructing, clarifying, and revising written texts are the most important tasks. The teacher discovered the curriculum she used had problematic features she must address. (YLB)

ED 418 213 CE 075 169

Payne, Emily Miller; Hoffman, Victoria; Lyman, Barbara G.; Stedmann, Deborah; Ashlock, Stanley; Baird, Barbara; Wooley, John
Using the Consortium Model To Address Statewide Literacy Needs.
PUB DATE- 96
NOTE- 24p.; Paper presented at the World Conference on Literacy (Philadelphia, PA, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Educators; *Adult Literacy; *Consortia; *Inservice Teacher Education; *Literacy Education; *Professional Development
IDENTIFIERS- *Texas

The Texas Education Agency initiated the Adult Education Professional Development and Curriculum Consortium in 1994. The nine members involved in the consortium are postsecondary institutions, including a community college, an education service center, and a community-based organization. The focus of the consortium's professional development services is on the implementation of the Texas Indicators of Program Quality.

DESCRIPTORS- *Academic Achievement; Adult Basic Education; *Adult Learning; *Adult Literacy; Basic Skills; Change; Identification (Psychology); Lifelong Learning; *Literacy Education; *Outcomes of Education; Student Evaluation
IDENTIFIERS- *Literacy Volunteers of New York City

Begun as a study of the impact of participation on the abilities and practices in Literacy Volunteers of New York City (LVNYC), this book is a snapshot in time of the lives of five adults. It describes their participation in a literacy program and contains their tales of change, courage, shame, struggle, and triumph. Section I presents profiles of five program participants and the instructional program at LVNYC. Each student tells a unique story and helps readers understand different facets of change. The LVNYC instructional program is the subject of the final profile in the section, helping readers understand more details of students' experiences in the program. Section II proposes a framework for how adults move through a profound transformation of identity and world-view as they move further into the literate culture. It proposes that culture and literacy practices are interwoven; it is not possible to change one without an impact on the other. The framework draws heavily on a model proposed by Lofland and Stark (1965) for identity change. Section III explores the implications of this framework for literacy students, educators, and others interested in personal change in the complex social world. This includes asking practitioners to become more reflective about their philosophy of education and their values and to view literacy education as a partnership with their students. An appendix details the study methodology, which included open-ended focus group interviews, individual interviews, and observations. Contains 74 references and an index. (YLB)

ED 418 232 CE 076 120

Odgers, Pattie
The Information Workplace: Training the InfoTech Worker. Issues and Instructional Delivery Examined.
PUB DATE- 97
NOTE- 13p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Education; Classroom Techniques; *Communications; Distance Education; Educational Media; Information Management; Information Processing; Information Systems; *Information Technology; *Job Skills; Multimedia Instruction; Multimedia Materials; *Organizational Change; *Teaching Methods; Technological Advancement

Educators must prepare students for jobs in the information workplace; as employees, they must recognize advantages of the changes to their future employment and adopt new approaches to teaching. Restructuring the organization around information is something that is now being, or will have to be, done by all businesses. A worker's primary activities increasingly include gathering, creating, manipulating, storing, and distributing information related to products, services, and customer needs. Educators must teach information technology workers work skills that are multiple, interrelated, and often performed simultaneously. Business and industry need workers prepared with and able to demonstrate information-related skills in four perform an important function in helping people develop their highest potential. (Contains 17 references) (MN)

ED 418 250 CE 076 147

Stein, David
Situated Learning in Adult Education. ERIC Digest No. 195.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Education; Adult Educators; *Adult Learning; *Classroom Techniques; Context Effect; Educational Environment; Educational Strategies; Experiential Learning; *Learning Processes; Learning Theories; Relevance (Education); Teacher Role; Teaching Methods; Trend Analysis
IDENTIFIERS- ERIC Digests; *Situated Learning

In the situated learning approach, knowledge and skills are learned in contexts that reflect how knowledge is obtained and applied in everyday situations. As an instructional strategy, situated cognition is a means for relating subject matter to learners' needs and concerns. Four major premises guide the development of classroom activities for situated learning: learning is grounded in the actions of everyday situations; knowledge is acquired situationally and transfers only to similar situations; learning is the result of a social process encompassing ways of thinking, perceiving, problem solving, and interacting in addition to declarative and procedural knowledge; and learning is not separated from the world of action but exists in robust, complex, social environments made up of actors, actions, and situations. Situated learning places learners in the center of an instructional process consisting of content, context, a community of practice, and participation. These four elements offer intriguing opportunities for educators to engage adult learners in novel and meaningful ways by creating environments that foster natural learning processes, selecting situations that will engage learners in complex and realistic problem-centered activities, acting first as content transmitters and eventually as facilitators of learning, and fostering the notion of cognitive apprenticeships. (Contains 20 references) (MN)

ED 418 251 CE 076 148

Applied Mathematics: Targets for Learning. Strategies for Preparing Successful Problem Solvers in the Workplace.
SPONS. AGENCY- Ohio Office of School-to-Work, Columbus.
PUB DATE- 98
NOTE- 355p.; For a related document, see CE 076 149.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Education Work Relationship; *Educational Resources; Employment Potential; Integrated Curriculum; Job Skills; Learning Activities; *Mathematical Applications; *Mathematics Instruction; Problem Solving; Secondary Education; Teaching Methods; Test Items; Vocational Education

disadvantaged young people in a market system; and labor market measures.) (MN)

ED 418 270 CE 076 195

Continuous Vocational Training in the Road Freight and Passenger Transport Sectors.
PUB DATE- 97
NOTE- 249p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; *Continuing Education; Educational Needs; Educational Practices; Employment Patterns; Foreign Countries; *Industrial Training; International Cooperation; Labor Market; Needs Assessment; Postsecondary Education; Training Methods; *Transfer of Training; *Transportation; *Vocational Education; Work Environment
IDENTIFIERS- *European Community

Continuous vocational training (CVT) in the road freight and passenger transport sectors in the member states of the European Community (EC) was examined to identify exemplary and significant practices across the EC and determine the extent of the transferability of the identified exemplary training between and among the member states. In all, case studies of CVT at 50 firms in 11 countries were conducted. Special attention was paid to the following: the nature of the road freight and passenger transport sectors in the EC (structure of the sectors, forces of change, emerging business strategies, factors influencing each sectors' development); the employment environments of both sectors (legislation, employment trends, recruitment practices and entrants' education level, productivity, demographics, working conditions, and role of the social partners); and CVT in both sectors across the EC (initial training, developments in CVT, bottlenecks in the CVT system, training budgets and costs, and future training requirements). Specific recommendations for improving CVT in small and large companies were presented. (Contains 63 tables/figures. Appended are a framework for analysis of the economic return of company training in road transport and 45 references.) (MN)

ED 418 271 CE 076 196

On Access to Continuing Training in the Union. Report from the Commission. (Council Recommendation of 30 June 1993).
PUB DATE- 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Access to Education; Adult Education; Change Strategies; Comparative Analysis; *Continuing Education; Educational Change; *Educational Needs; Educational Opportunities; *Educational Policy; *Educational Trends; Foreign Countries; Lifelong Learning; Needs Assessment; Policy Formation; Position Papers; Postsecondary Education; Program Improvement; Public Policy; State of the Art Reviews; Trend Analysis; *Vocational Education
IDENTIFIERS- *European Union

In June 1993, the European Commission adopted a recommendation on access to continuing vocational training (CVT) in the European Union (EU). EU member states' progress was assessed by

ED 418 289 CE 076 223

Hyman, Drew; Clinehens, Brad
Seeking Common Ground: Deliberative Democracy and Sustainable Communities.
PUB DATE- 97
NOTE- 35p.; Paper presented at the Annual International Conference of the Community Development Society (29th, Athens, GA, July 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Adult Education; Attitude Change; Case Studies; Citizen Participation; *Community Development; *Community Education; County Programs; *Democracy; *Participative Decision Making; Policy Formation; *Public Policy; Questionnaires; Regional Planning; Rural Areas; Rural Education; *Sustainable Development; Tables (Data)
IDENTIFIERS- *Local Issues Forums; National Issues Forum; Pennsylvania (Centre County)

Public deliberation, sometimes called deliberative democracy, offers alternatives to what are often adversarial governmental debates and hearings. This paper provides a case example of applying the deliberative democracy process to development issues and an analysis of data comparing the effectiveness of the process for creating a consensus for change. The case study was conducted in Centre County, Pennsylvania, which is a rural county consisting of 36 municipalities. Two local issues forums (LIF) that followed the practice of the National Issues Forums (NIF) were conducted in Centre County. The first LIF, Growth and the Quality of Life in Centre County, considered four visions of the county's future. The second LIF, held 19 months later, focused on the main issue emerging from the first forum: how to achieve a sustainable community of communities in the county. Pre- and post-forum questionnaires were distributed to all forum participants. The Centre County experience demonstrated that public deliberation based on the NIF model can provide a basis for moving communities toward consensus on issues of development, growth, and quality of life. A comparison of the pre- and post-forum questionnaires revealed definite directions of attitude change and considerable degrees of attitude change for a majority of participants. (Contains 19 tables.) (MN)

ED 418 290 CE 076 224

Work and Elder Care: Facts for Caregivers and Their Employers. Facts on Working Women No. 98-1.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Adult Education; *Caregivers; *Employed Women; *Employer Employee Relationship; *Employment Practices; *Family Work Relationship; Federal Legislation; Helping Relationship; Individual Characteristics; Labor Legislation; Nonprofit Organizations; *Older Adults; Resource Materials
IDENTIFIERS- *Elder Care

As the elderly population continues to grow, more elderly persons are requiring assistance with activities of daily living. Women analysis (private and social rates of return from distance and open learning); and costs, prices, demand, and funding (prices, demand, and what students can afford). The bibliography contains 188 references. (MN)

ED 418 309   CE 076 254

Levande, James S.; Glaser, Roberta; Henrion, Al; Kruyer, Richard; Schmitt, Laurie; Woodman, Deborah
Technology Education Initiatives and Statewide Curriculum Integration in Michigan.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the International Technology Education Association (60th, Fort Worth, TX, April 8-10, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); *Curriculum Development; Educational Objectives; *Integrated Curriculum; Professional Associations; Secondary Education; State Curriculum Guides; State Standards; *Statewide Planning; Systems Approach; Teacher Participation; *Technology Education; *Vocational Education
IDENTIFIERS- *Michigan

Michigan's curriculum framework is a resource for helping the state's public and private schools design, implement, and assess their content area curricula against state and national content standards. The framework emphasizes the following: using continuous school improvement to align all school district initiatives to increase student achievement; building a curriculum based on rigorous content standards and benchmarks; using student achievement data to make decisions about school improvement, curriculum, instruction, and professional development; and incorporating research-supported teaching and learning standards into daily instructional practice. Technology education fits into the curriculum framework through two initiatives: the Michigan Technology Content Standards and Benchmarks and the Michigan Technology Education Curriculum Guide, which advocates the use of a portfolio ("techfolio") process to guarantee students' engagement with the four standards of authentic learning. Other indirect initiatives that support and complement the framework are as follows: technology education teacher certification standards; teacher preparation standards for technology education teachers; and technology education as a component of and channel to career preparation programs. Technology education teachers participated in the initiatives as members and representatives of the Michigan Industrial and Technology Education Society, the state International Technology Education Association affiliate, and the Learning Institute for Technology Education. (MN)

ED 418 310   CE 076 256

Centre for Adult and Continuing Education (CACE). Annual Report 1997.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Annual Reports; Blacks; Budgets;

education at NTNU and NKNU; (4) both institutions have graduate programs; and (5) both departments are making special efforts to establish and increase cooperative relationships with business and industry. (Contains 10 references.) (MN)

ED 418 327 CE 076 300

Buddin, Ike
Surviving and Thriving in the IPSI Suite Environment. An Active Learning Guide for Educators and Trainers.
PUB DATE- 97
NOTE- 121p.; IPSI Suite is a registered trademark.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Computer Software; *Computer Uses in Education; Course Content; Curriculum Development; *Expert Systems; Inservice Teacher Education; Lesson Plans; *On the Job Training; Professional Development; *Student Evaluation; Test Construction
IDENTIFIERS- *IPSI Suite

This guide was developed to help users and trainers to use the expert system called IPSI Suite. The first section provides an introduction and overview to the IPSI Suite, an integrated software package that, at its basic level, facilitates the following processes: (1) course curriculum development, (2) lesson planning, and (3) student performance evaluation. Following the introduction, the guide contains 39 two-page modules organized in sections on these three topics. Each module shares a common format consisting of the following: a header identifying the software component, the module number and title, and the estimated time to complete it; a step-by-step guide through the module; illustrations; information and insights; actions to be taken before progressing to the next module; and further information. Ten appendixes provide modules on higher-level, more challenging uses of the software. (KC)

ED 418 328 CE 076 302

Jackman, Diane H., Ed.
AERA Vocational Education Special Interest Group Proceedings (San Diego, California, April 13-17, 1998).
PUB DATE- 98
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Articulation (Education); *Counselor Role; Distance Education; *Education Work Relationship; Educational Research; Employee Attitudes; Internet; Machinists; Occupational Information; Postsecondary Education; School Counseling; Secondary Education; Secretaries; Student Motivation; *Tech Prep; Test Format; Test Wiseness; Testing; Vocational Aptitude; *Vocational Education; Work Attitudes
IDENTIFIERS- Houle (Cyril O)

This document contains six research papers: "Articulation Practices among Secondary and Postsecondary Vocational-Technical Education Programs" (Bob R. Stewart, Sandra Eckert-Stewart); "What Message Are We Sending to Counselors about Their Role in Tech Prep?" (Paula Puckett); "From School-to-Work: Secretaries' and Machinists' Representations of Their

Elementary Secondary Education; *Family Counseling; Family Problems; *Family Violence; Foreign Countries; Parent Child Relationship; *Social Action; *Social Differences; Social Services; Theory Practice Relationship
IDENTIFIERS- *Child Protective Services

Therapists working with child abuse in public agencies are positioned between the family and the larger welfare systems and between parent and child. A practical examination of the personal and therapeutic problems and social issues that surround child abuse intervention is presented in this monograph. Therapy must address the values and premises that support abusive and authoritarian practices. A two-year therapy project successfully applied insights to practice. The text is presented in 10 chapters. Part 1, "Child Abuse in Context," addresses how child abuse intervention is conceptualized: (1) Why Are Child-at-Risk Cases So Difficult? (2) Routes to Therapy; (3) Becoming a Client of "the Welfare"; (4) Working-Class Life and the Family Ideal; and (5) The Genealogy of Relationships. Part 2, "The Therapist as Power Broker," describes an approach to working in therapy with families in which there are allegations of child abuse: (6) Initial Meetings: Earning the Parents' Trust; (7) Working with "the Welfare" in Child-at-Risk Cases; (8) Raising the Stakes in Child-at-Risk Cases: Eliciting and Maintaining Parents' Motivation; (9) Rewriting the Story of Abuse; and (10) Creating a Relationship Discourse. References, Indices and a report on the research project are appended. (EMK)

ED 418 346 CG 028 364

Melby, Janet Nieuwsma; Vargas, Delfino
A Hazard Approach to Understanding Factors Associated with Early and Late Adolescent Tobacco Involvement.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Meetings of the National Council on Family Relations (Arlington, VA, November 10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Family Influence; Peer Influence; *Predictor Variables; *Resistance to Temptation; Risk; Secondary Education; *Smoking; *Substance Abuse
IDENTIFIERS- *Proportional Hazards Models

This report examines risk and protective factors associated with adolescent tobacco involvement. Of interest are family contexts, peers, and individual covariates. Participants were 399 youth, parents, and a close-in-age sibling. Of the youth, 150 initiated use early (7th, 8th, or 9th grade), 82 later (10th or 11th grade), and 167 abstained. Employing Cox's Proportional Hazard Models, youth at greater risk for tobacco involvement were characterized by male gender, higher deviant values, lower school performance, and friends and/or siblings who use tobacco. Results for early users are fairly consistent with the complete sample. For youth who begin in late adolescence, sibling and peer tobacco use are not significant covariates, whereas risk factors include low conventional values. Results are consistent with earlier discriminant function analyses that identified school performance and friends who are users as predictors of involvement, and extend that research by separately examining covariates of tobacco use during early and late adolescence and by examining risk factors associated with friends who are users. Identification of similar and distinct factors for early and late initiators

Recommendations from the Secretary of Transportation and the Director of National Drug Control Policy.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Driving While Intoxicated; *Drug Abuse; Drug Use Testing; Education; Health Services; *Intervention; State Legislation; Substance Abuse; *Youth Problems
IDENTIFIERS- *Presidential Initiatives

This document presents official responses to President Clinton's October 19, 1996 radio address urging stronger measures to reduce the incidence of teen's driving while under the influence of drugs. The document begins by reviewing background information concerning state laws, enforcement issues, drug testing, and prevention as they relate to youth drug use. Numerous general and specific recommendations in answer to President Clinton's directives are discussed. Some of the general recommendations include the following: (1) a systematic strategy to reduce drug-impaired driving can address both Presidential goals; (2) drug testing for driver's license applicants can be an effective component of this systematic strategy; (3) strong state laws provide the basis for a systematic approach; (4) current programs for law enforcement, prosecutors, and judges are effective but should be implemented more widely; (5) publicity and education programs are essential components to changing behavior; and (6) prevention and treatment are fundamental elements that must be incorporated into the complete system. In addition to the costs and schedule for implementation of these suggestions, some specific recommendations are provided: (1) conduct pre-licensure drug testing demonstration program in several states; (2) improve state drugged driving laws through incentive grants; (3) enhance law enforcement, prosecution, adjudication, and research for drugged driving; and (4) expand prevention, education, and treatment for drug use and drugged driving. (MKA)

ED 418 367 CG 028 404

Coffey, Osa D.; Knoll, John F.
Choosing Life Skills: A Guide for Selecting Life Skills Programs for Adult and Juvenile Offenders.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Office of Correctional Education.
PUB DATE- 98
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Adults; *Correctional Institutions; *Daily Living Skills; *Delinquent Rehabilitation; Program Descriptions; *Rehabilitation Programs; Training
IDENTIFIERS- Reintegration

Suggestions for teaching selected life skills to adult and juvenile offenders are presented in this document. The general purpose of life skills programming is to help persons live more successfully and to function better in their multiple roles as members of a family, community, and workforce. Life skills

ED 418 385 CS 013 160

Wang, Huei-yu; Guthrie, John T.
Skilled and Unskilled Reading among Taiwanese Fifth Graders: A Cross-Cultural Perspective.
PUB DATE- 97
NOTE- 35p.; Paper presented at the Annual Meeting of the National Reading Conference (47th, Scottsdale, AZ, December 3-6, 1997). Appendixes C and D contain some light type and may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; Comparative Analysis; Foreign Countries; Grade 5; *Ideography; Intermediate Grades; *Learning Processes; *Reading Ability; Reading Research; *Reading Strategies
IDENTIFIERS- *Phonological Processing; *Taiwan

A study conducted three experiments focusing on understanding the information processes children use in learning to read Chinese, evaluating the learning differences between skilled and unskilled readers. To understand the strategies of character identification children use, participants in experiment 1, 10 Taiwanese elementary students (five skilled and five unskilled readers), were asked to read a story that they had not yet read. The experiment collected data using the verbal protocol of "thinking aloud." With the same participants, experiment 2 inspected the function of the "pin-yin" system for Chinese children's skill in reading characters and the mediation of the phonological principle of Chinese characters without pin-yin clues. Experiment 3 investigated whether or not the children can distinguish the semantic and phonetic cues of 30 characters and understand the function of cues in Chinese characters. This task asked participants, 40 Taiwanese students (divided into skilled and unskilled readers) in the same fifth grade (including the 10 students from experiment 1), to discern the elements of Chinese characters, according to the structure of Chinese characters. Results of these studies indicated that skilled readers used different strategies in identifying the unknown characters, relying on phonetic cues more than unskilled readers; unskilled readers used graphic similarity more often than phonetic cues during character recognition. In addition, unskilled readers paid more attention to sentence context. A significant difference between skilled and unskilled readers was their capability to coordinate the cues of characters. Based on the study's hypothesis and results, these experiments suggest that the two groups used different strategies in coordinating cues, and that skilled readers were more prone to adopt phonological principles in character identification; skilled readers might have better phonological knowledge than unskilled readers. (Contains four tables of data and 24 references. Appendixes reproduce material in the experiments in Chinese.) (NKA)

ED 418 386 CS 013 161

Denton, David R.
North Carolina Strives for Balanced Reading Instruction.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; *Discourse Modes; Higher Education; *Hypermedia; Instructional Improvement; Instructional Innovation; Literary Criticism; Student Motivation; Teacher Role; *Writing (Composition); Writing Instruction
IDENTIFIERS- Computer Assisted Writing; Ricoeur (Paul); *Writing Contexts

Composition instructors are particularly interested in the fact that hypertext, as the mode of discourse that computers promote and prefer, introduces a new problematic for those concerned with teaching critical thinking. What kind of discourse is hypertext, and to what extent does it encourage, enable and demand critical thinking? The issue is not strictly about a computer technology, but a way of writing and a way of reading. To think about hypertext's nature as discourse, for example, consider Paul Ricoeur's interpretation theory as a guide in his "Interpretation Theory: Discourse and the Surplus of Meaning." Ricoeur bases discourse analysis on the distinction between semantics and semiotics. His approach to interpretation theory makes it possible to see how critical thinking remains possible and necessary, but in important respects, changed in the hypertext environment. Considered as discourse, hypertext is closer to writing than to speech and so presents the tasks of literary interpretation and criticism. If hypertext remains in a sense "text," then the reading skills that are required still bear a relation to those that print requires. It is the larger structures that hypertext radically transforms. It is the "link," a particular kind of transition, that seems to characterize hypertext as a genre; the invitation is to explore a world that exists not simply in front and behind but offers paths in many directions. Hypertext encourages exploratory, multilinear writing rather than polemical writing. (CR)

ED 418 407 CS 216 275

Chrenka, Lynn; Balkema, Sandra; Kuzma, Faye; Vasicek, Brenda
Revision Blocked: Assessing a Writer's Development.
PUB DATE- 96
NOTE- 21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; Grading; Higher Education; *Portfolio Assessment; *Revision (Written Composition); Student Motivation; *Writing Achievement; Writing Research
IDENTIFIERS- Ferris State University MI; Process Approach (Writing)

Despite writing teachers' best efforts, students still seem to regard the request to revise as intimating failure. Many researchers have noted students' lack of response to teacher comments, and much of this research has provided a corrective lens on vague or even aggressive teacher comments. Unpracticed writers replace the task of revising with editing. Inexperienced and reluctant writers often respond to their

*Young Goodman Brown

In their anthology, Guth and Rico cite as preface to Nathaniel Hawthorne's "Young Goodman Brown," a student paper saying: "The mere doubt of the existence of good and the thought that other human beings are evil can become such a corrosive force that it can eat out the life of the heart." This is what happens to Brown. In the story, he has help from the promptings of the Devil, or, he succumbs to his imagination and projects his own guilt upon his neighbors and family. A choice of these two interpretations may be left up to the individual reader. Teachers' manuals and the questions posed in texts about this story make clear that it is subject to varied interpretations. However, it is helpful in interpretation to consider the devil himself. The worldly-wise, sophisticated older man, as he is portrayed in the story, assists Brown to reach the conclusion or excuse that "everybody does it." The Devil does this by using tactics in current use by advertisers and politicians: poisoning the well and encouraging hopping on the bandwagon. He relies chiefly on his oldest tactic, the business that gave him his name: slander. By suggestion, or Brown's own suggestible imagination, Brown comes to project his own distrust on all of his community. If instructors can help students to understand exactly what happened to Brown, maybe some of them can avoid some of the devilish temptations to which everyone is susceptible. (Contains 19 references.) (Author/NKA)

ED 418 429 CS 216 320

Wilde, Susie
Book Characters Who Inspire Character Development: Models of Respect, Responsibility, Honesty and Caring in Current Children's Books.
PUB DATE- 98
NOTE- 13p.; Paper presented at the YMCA of the USA National Child Care Conference "YMCA Child Care: We Build Strong Kids, Strong Families, and Strong Communities" (Chicago, IL, April 23-26, 1998). Project supported by the Chapel Hill-Carrboro YMCA amd Capital Area YMCA.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annotated Bibliographies; *Characterization; Childhood Interests; *Childrens Literature; Early Childhood Education; *Fiction; *Reading Material Selection; Role Models
IDENTIFIERS- *Character Development; *Questions; Young Mens Christian Association

This annotated bibliography describes 52 current works of literature for children which have characters who inspire character development. The bibliography is divided into sections on: (1) Respect for the Self; (2) Respect for Others; (3) Respect for the Earth; (4) Responsibility; (5) Honesty; and (6) Caring. The bibliography concludes with a series of discussion questions about 12 different books. The questions come from the collaboration of children and adults who shared books in YMCAs across the country. (NKA)

ED 418 430 CS 216 321

Walters, Toni S.
The Language of a Literate Classroom: Rethinking Comprehensive Dimensions.
PUB DATE- 98
NOTE- 45p.

DESCRIPTORS- *Language; Language Research; Language Role; Language Skills; Language Universals; *Language Usage; Language Variation; *Speech
IDENTIFIERS- Historical Explanation; *Language Creation; *Words

This book traces the development of speech from a time when the spiritual roots of words were still experienced, down to the present day when words are in danger of being little else than 'bits' of information. The book illustrates the origins of everyday words and names and traces the use of words through history. It shows how certain sounds originally represented objects, ideas, and activities. The book's chapters are entitled: (1) Derivations: Pictures in Words; (2) Words and History; (3) The Nature of Sound in Language; (4) The Original Universal Language; (5) Developments in Lemuria and Atlantis; and (6) The Cosmic Word or the Music of the Spheres. (CR)

ED 418 451 CS 509 819

Crawford, C. B.; Strohkirch, C. Sue
Cognitive Differentiation and Organizational Influence Tactics: Findings and Implications for Leaders as Agents of Influence.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Mapping; *Cognitive Structures; Communication Research; Higher Education; *Influences; *Leadership; *Organizations (Groups); Questionnaires; Student Reaction; Student Surveys; Teacher Student Relationship
IDENTIFIERS- *Communication Behavior; Role Category Questionnaire (Crockett)

A study examined the relationships between cognitive differentiation and three methods of influence. A brief summary of cognitive differentiation examined the historical formulation, the organizational applications, and the measures and methods involved. Similarly, a review of organizational influence summarized the importance of influence as well as the organizational and leadership applications of influence. Subjects for the study were 238 students attending a mid-sized midwestern university who were selected from a wide range of liberal arts classes. Subjects completed the Role Category Questionnaire. Results indicated that the relationship between cognitive differentiation and influence was positive for team influence behaviors and charismatic influence behaviors. Findings suggest that differentiated individuals did not use more reward/punishment/manipulation influence behaviors than did less differentiated subjects. (Includes 2 tables of data; contains 18 references.) (Author/CR)

ED 418 452 CS 509 820

Cronn-Mills, Daniel
Framing the First Amendment in a Debate Format.
PUB DATE- 98
NOTE- 6p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 418 472 EA 028 947

McWhinney, Will
Paths of Change: Strategic Choices for Organizations and Society. Revised Edition.
PUB DATE- 97
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Change; *Change Agents; Change Strategies; Leadership; Organizations (Groups); Resistance to Change; Role of Education; Social Action; *Social Change; Sociocultural Patterns; *Theory Practice Relationship

The 1970s brought numerous changes, including the realization that theories of change were insufficient. This text contains both core strategies for affecting change and instructions on using specific tools for change efforts in organizations and communities. The text draws concepts from psychology, sociology, anthropology, and new methods of working with ontological and narrative concepts to demonstrate how to produce intentional change in society. It purports to lay the groundwork for how people can resolve the circumstances of everyday life. The theory incorporates four realities--unitary, sensory, mythic, social--and also draws on two great myths that have been used in numerous cultures over the past millennia: revitalization and renaissance. The text explores the dialectics of change, including paths of resolution and counterinvention, and the modes of change and methods that influence these modes. Paths of resolution and such topics as contingencies in systems change, site selection, initiation, rites of employment, systems analysis, pluralistic development, and contradictions inherent in the great leap forward are also discussed. Characteristics of leaders, followers, and culture are carefully detailed, followed by a discussion of how each individual's meta-praxis can achieve change. (Includes an index and approximately 135 references.) (RJM)

ED 418 473 EA 028 948

McWhinney, Will; Webber, James B.; Smith, Douglas, M.; Novokowsky, Bernie J.
Creating Paths of Change: Managing Issues and Resolving Problems in Organizations. Second Edition.
PUB DATE- 97
NOTE- 213p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Change; *Change Agents; Change Strategies; Leadership; Organizations (Groups); Resistance to Change; Role of Education; Self Concept; Social Action; *Social Change; Sociocultural Patterns; *Theory Practice Relationship

Individuals, organizations, and communities constantly engage in change. A theory of change and how one can become a change agent are presented in this guidebook. The text is based on a theory of change and resolution that has been tested over a period of 20 years. It offers effective strategies of change and tools for implementing these changes, suggesting that change agents look at themselves and then select a path of change that is appropriate for them. The book provides general rules that are applicable in any territory, and the reader is guided through the change process according to his or her world view. The relationship between modes of change and leadership

Accountable Curriculum, a program that raises expectations for students was created. The program is a departure from the widespread attitude that secondary school graduation is a birthright. The Accountability Curriculum offers a certification program that is fair--all students are judged by the same standards on national examinations--and is flexible since students will have options in diploma type and course selections. Students will have to pass national tests in 40 percent to 75 percent of the courses that comprise their high school career, and students will have the opportunity for a second-chance fifth year. The minimum student proficiency scores on the national exams will begin low and then gradually be raised to acceptable values. The text focuses on the fundamental components of the curriculum; the effects on instructor input; steps for putting the plan into action, along with course requirements; expectations in subject comprehension; the 4-year and 5-year graduation options; and the problems created by the current system. (RJM)

ED 418 492 EA 028 993

Hottenstein, David S.
Intensive Scheduling: Restructuring America's Secondary Schools through Time Management.
PUB DATE- 98
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Block Scheduling; Curriculum Design; Educational Change; *Educational Innovation; *Flexible Scheduling; Models; School Restructuring; Secondary Education; *Secondary Schools; Time Factors (Learning)
IDENTIFIERS- *Intensive Scheduling

Some of the difficult questions surrounding intensive scheduling, along with examples of successful applications of this approach, are described in this document. This book offers a blueprint from a practitioner's perspective and is intended for educators and lay people interested in improving secondary schools. Chapter 1 demonstrates how to manage change successfully from theory to practice. Chapter 2 analyzes the Hatboro-Horsham case study and explores why block scheduling has become so controversial. Chapter 3 suggests ways to train teachers to teach in a longer block of time and advice is given on instructional strategies, classroom management, curriculum pacing, and assessment. Chapter 4 examines the implementation of instructional strategies. Chapter 5 looks at how intensive scheduling will affect curriculum development and technology utilization. Chapter 6 analyzes program evaluation and its importance in the process. (Includes an index, a case study appendix, and three references.) (RJM)

ED 418 493 EA 028 994

Blase, Jo; Blase, Joseph
Handbook of Instructional Leadership: How Really Good Principals Promote Teaching and Learning.
PUB DATE- 98
NOTE- 209p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)

PUB DATE- 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Affirmative Action; *Civil Rights Legislation; Compliance (Legal); *Cultural Differences; *Disabilities; Educational Legislation; *Employer Attitudes; Federal Legislation; Job Training; Personnel Management; *Program Development
IDENTIFIERS- *Americans with Disabilities Act 1990; Attitudes toward Disabled; Reasonable Accommodation (Disabilities)

One of a series of guides on implementing the Americans with Disabilities Act (ADA), this guide focuses on cultural diversity and the ADA. First, the major components of the ADA are summarized. This is followed by discussion of employer considerations in addressing cultural diversity issues and implications of the ADA, such as diversity initiatives led and supported by management, development of training programs which focus on communication skills and compliance with the ADA, writing of job descriptions that identify essential job functions, and non-discriminatory performance appraisals. The meaning of "reasonable accommodation" is addressed, noting criteria for whether such an accommodation would create an "undue hardship" for the employer. The guide ends with some suggested implementation strategies to heighten awareness of ADA through cultural diversity initiatives in business and industry. These include affirmative action initiatives to actively recruit individuals with disabilities, provision of training and promotion opportunities to minority individuals and those with disabilities, and integration of the nondiscrimination requirements of the ADA in all facets of personnel training and human resources practices. Suggested organizational resources are listed. (DB)

ED 418 514 EC 306 078

Brown, Dale S.; Bruyere, Susanne M.; Mank, David
The ADA and Total Quality Management. Implementing the Americans with Disabilities Act.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administration; *Change Strategies; *Civil Rights Legislation; *Disabilities; Educational Legislation; *Employer Employee Relationship; Equal Opportunities (Jobs); Federal Legislation; Organizational Development; Program Development; Quality Control; *Total Quality Management
IDENTIFIERS- *Americans with Disabilities Act 1990

One of a series of guides on implementing the Americans with Disabilities Act (ADA), this guide focuses on the relevance of total quality management (TQM) principles to the ADA. First, the guide briefly explains both the ADA and TQM. Next, "reasonable accommodation" under the ADA is discussed and concludes that with the advent of standards-based reform, states have increased the importance placed on student testing and accountability, and that the Kentucky model holds great promise for including students with disabilities in statewide assessments. (CR)

ED 418 531 EC 306 340

White, Warren J.
Research Report on the Use and Effectiveness of Accommodations for Adults with Disabilities in Adult Education Centers.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Adult Education; Adults; *Assistive Devices (for Disabled); Classroom Techniques; Delivery Systems; *Disabilities; Educational Strategies; Models; Prevention; *Student Needs; Surveys; *Teacher Attitudes
IDENTIFIERS- *Academic Accommodations (Disabilities)

This research report presents the findings of a survey of adult education centers that was designed to determine the types of accommodations used for adult learners with disabilities and to measure the effectiveness of the accommodations. The report describes a framework for designing strategies to support a learner's performance. In the Ecology of Human Performance (EHP) model, the four accommodation strategy categories used were: (1) establish/restore strategies that address learners' abilities; (2) modify/adapt strategies that address features of the context and the task so they support the person's performance; (3) alter strategies, which address the possible need to find an optimal context for the learner; and (4) prevention strategies, which address the ability to anticipate a problem in the future. Results of the survey indicate that the accommodations used most often tended to be ones that did not require any type of special equipment. Other accommodations tended to be ones that appeared to be the simplest to deliver, most involving modification of the learning task, as opposed to modifying the learning environment. Appendices include tables listing the accommodations used by the adult learning centers; the frequency that each accommodation was used; the satisfaction with the effectiveness of the accommodation; and an accommodations review list. (CR)

ED 418 532 EC 306 341

Grossman, Herbert
Ending Discrimination in Special Education.
PUB DATE- 98
NOTE- 90p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bias; Cultural Awareness; *Cultural Differences; *Disabilities; Economic Factors; *Educational Discrimination; Elementary Secondary Education; *Equal Education; Language Minorities; *Minority Group Children; Nondiscriminatory Education; Racial Discrimination; Resistance to Change; Rural

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Agency Cooperation; *Assistive Devices (for Disabled); *Change Strategies; *Delivery Systems; *Disabilities; Educational Technology; Elementary Secondary Education; Federal Legislation; Organizational Change; *Policy Formation; State Legislation; *State Programs
IDENTIFIERS- Medicaid; Medicare; *Technology Related Assistance Individ Disabil Act

This report describes individual state projects under the Technology-Related Assistance for Individuals with Disabilities Act (Tech Act) that are addressing the needs and barriers identified by citizens with disabilities. Systems change activities are described under the following topics: (1) changes through policy and legislation; (2) changes through practice; (3) creating/modifying organizational structures to increase access to, availability of, and funding for assistive technology (AT); and (4) collaborative efforts with protection and advocacy agencies and other state and community agencies and groups to minimize barriers that prevent a person from acquiring AT. Changes include: alteration of Medicaid and Medicare policies; improving access to AT available through private insurance; low interest loan programs; statewide telecommunication equipment distribution programs; lemon laws for wheelchairs and other AT; ensuring compliance with federal regulations related to the Americans with Disabilities Act and other laws; inserting AT into local school technology plans; developing guidelines that help clarify and modify local school district procedures for providing AT; and including AT in the early intervention service available to families and children. A chart illustrating the Tech Act activities to achieve change in the different states is provided, as well as a list of funded projects. (CR)

ED 418 551 EC 306 360

Improving Access, Provision, and Funding for Assistive Technology Devices and Services. Tech Act Projects Accomplishments Series.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); Adults; Agency Cooperation; *Assistive Devices (for Disabled); *Change Strategies; Delivery Systems; *Disabilities; Elementary Secondary Education; Federal Legislation; Financial Support; Organizational Change; Outreach Programs; *Policy Formation; State Legislation; *State Programs
IDENTIFIERS- Medicaid; Medicare; *Technology Related Assistance Individ Disabil Act

This report describes individual state projects under the Technology-Related Assistance for Individuals with Disabilities Act (Tech Act) that are improving access, provision, and funding of assistive technology (AT) for individuals with differences, deafness and hearing loss, Down syndrome, epilepsy, fetal alcohol syndrome and prenatal substance exposure, Fragile X syndrome, hydrocephalus, learning disabilities, mental illness and emotional and behavioral disorders, mental retardation, muscular dystrophy and other neuromuscular diseases, physical disabilities, rare disorders, sensory integration disorders, speech and language disorders, spina bifida, spinal cord injury, Tourette syndrome, traumatic brain injury (TBI), and visual impairment and blindness. An appendix lists publishers' addresses. Indexes are provided of organizations, authors, titles, and subjects. (DB)

ED 418 568 EC 306 378

Giangreco, Michael F., Ed.
Quick-Guides to Inclusion: Ideas for Educating Students with Disabilities.
PUB DATE- 97
NOTE- 139p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ancillary School Services; Behavior Change; Classroom Environment; *Classroom Techniques; Cooperation; *Disabilities; Educational Principles; Elementary Secondary Education; Guidelines; *Inclusive Schools; Mainstreaming; *Paraprofessional School Personnel; *Parent Teacher Cooperation; Pupil Personnel Services; *Regular and Special Education Relationship; Teaching Methods

The five sections of this guide for general education teachers working to include students with disabilities can be used independently. Each section includes a letter to the teacher that introduces the content; a list of 10 "guidelines-at-a-glance"; a set of the guidelines, each on a separate page, suitable for duplication or as overhead transparencies; a page of text discussing each of the 10 guidelines; and a short list of selected references. The guides and their authors are: (1) "Including Students with Disabilities in the Classroom" (Michael F. Giangreco), general guidelines for inclusion such as ensuring that all students are part of the classroom community; (2) "Building Partnerships with Parents" (Linda A. Davern), suggestions for communicating with parents such as using everyday language and putting yourself in the parents' shoes; (3) "Creating Partnerships with Paraprofessionals (Mary Beth Doyle and Patricia A. Lee), guidelines for clarifying the paraprofessional's roles and responsibilities; (4) "Getting the Most Out of Support Services" (Michael F. Giangreco, Susan W. Edelman, Ruth E. Dennis, Patricia A. Prelock, and Chigee J. Cloninger), such principles as approaching support service staff as collaborators rather than experts; and (5) "Creating Positive Behavioral Supports" (Barbara J. Ayres and Deborah L. Hedeen), suggestions such as considering the message behind the behavior and focusing on the prevention of problems. (DB)

ED 418 569 EC 306 379

Giangreco, Michael F., Ed.
Quick-Guides to Inclusion 2: Ideas for Educating Students with Disabilities.
PUB DATE- 98
NOTE- 139p.
LANGUAGE- English

funding, and training issues), types of available technologies, functions of transmission networks, and the advantages and disadvantages of distance education in language instruction. The third section outlines issues in distance education course design in the areas of analysis (needs assessment, analysis of learner characteristics, task/content analysis, and instructional objectives), course design and development (preparation, presentation, participation, practice with feedback, and performance assessment), implementation (logistics and learner support), and evaluation (components, data collection and analysis). Contains 45 references. Substantial supporting materials are appended. (MSE)

ED 418 588 FL 025 153

Wiley, Matthew Paul
Teaching French from a Francophone Perspective: The Inclusion of Francophone Countries Other than France.
PUB DATE- 97
NOTE- 90p.; Master's Thesis, Depaul University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Catholic Schools; Classroom Techniques; *Course Content; *Cultural Differences; *Cultural Education; Curriculum Development; Foreign Countries; *French; *Global Approach; High Schools; Second Language Instruction; *Second Languages
IDENTIFIERS- *Non European Francophone Areas

In an effort to expand the teaching of culture related to the French language, a high school French teacher undertook a project to teach francophone culture in countries other than France. The report begins with an extensive discussion and review of literature concerning the extent and diversity of the francophone world, the role of cultural education in language instruction, problems encountered in incorporating cultural instruction in French language programs, and the treatment of francophone cultures in published instructional materials. In a Catholic high school, three French classes at different proficiency levels participated throughout one semester. Instruction on francophone cultures was incorporated into each course. Data were gathered, in surveys and interviews, on students' prior knowledge about francophone countries, interest in francophone culture, and attitudes about francophone culture and its instruction. The teacher's attitudes were also recorded. The report concluded that francophone culture should be more commonly and comprehensively incorporated into French language instruction, students' interest in this content complemented language instruction, textbooks must include more information on various cultures in order to increase students' understanding of the importance of French, presentation of this content must be handled with care to avoid teaching skewed perspectives of the various cultures, and the ideal vehicle is a third-year university course. Contains 22 references. (MSE)

ED 418 589 FL 025 156

Starets, Moshe
Identification and Eradication of Linguistic Interferences in the Target Language.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the Central States Conference on Foreign Language Teaching (Columbus, OH, April 10-13, 1997).

Faculty Mentor Program links a first-year seminar course with introductory courses in various disciplines, placing faculty members on instructional teams that include students, librarians, academic advisors, and media specialists. The program is designed to identify implications for curriculum development and faculty development needs; to recommend improvements in undergraduate instruction; to suggest revision of materials designed for students new to IUPUI; to develop models for improved advising; to define the role of student mentors; to develop closer links between the library and faculty; and to develop an understanding of the technological needs of faculty and students. The development of these instructional teams with IUPUI's first-year courses are central to the process of restructuring the university to meet the changing needs and characteristics of students. (MDM)

ED 418 609 HE 030 871

Borden, Victor M. H.; Burton, Kathy L.; Evenbeck, Scott E.; Williams, Gayle A.
The Impact of Academic Support Programs on Student Performance and Persistence.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Persistence; College Freshmen; *College Programs; College Students; *High Risk Students; Higher Education; Mentors; *Program Effectiveness; School Holding Power; *State Universities
IDENTIFIERS- *Indiana Univ Purdue Univ at Indianapolis

This edition of Research Brief examined the impact of five specific academic support programs at Indiana University-Purdue University Indianapolis on college student performance and persistence: ARCHE, a tracking and monitoring system for at-risk students; Student MAP was developed to assist students who place in the lowest level reading remediation class; Learning Communities, which links a first-year experience course with an entry-level discipline course; Horizons Workshops, which gives poorly performing students a second chance; and student mentoring, in which groups of students collaborate with a trained student mentor. The study found that: (1) students in ARCHE performed at levels similar to those not participating in the program; (2) the Student MAP program appears to have increased the performance of all students placed in the program; (3) the Learning Communities program, which has evolved considerably over several years, shows signs of having a positive impact on student performance and persistence; (4) the Horizons Workshops have had a dramatic effect on retention, but the program does not appear to have affected grade performance in any significant way; and (5) the student mentoring program has had the most impact on students, raising student performance by as much as one-half a grade on average and increasing student retention by as much as 15 percent. (MDM)

ED 418 610 HE 030 872

Chamberlin, Gary D.; Franklin, Kathy K.
The Baby Boom Echo: Implications for Higher Education in the Mid-South.
PUB DATE- 97
NOTE- 55p.; Paper presented at the Annual Meeting of the Mid-

The manual contains the texts of all federal regulations concerning federal student financial aid programs, many of which are authorized by Title IV of the Higher Education Act of 1965, as amended, as of December 31, 1997. An introductory section gives guidance in reading and understanding the regulations; the relationship of law to regulation; differences between proposed rules, final rules, and notices; how regulations are developed, negotiated, and numbered; how they are structured; the significance of effective dates; and distribution of regulations. This is followed by the regulations themselves, by program or legislation, and within those by date of publication of the final regulations. Regulations are grouped by type, and include those for drug-free schools and campuses, family educational rights and privacy, institutional eligibility, recognition of accrediting agencies, recognition of state agencies, scholarships, student assistance general provisions, loan programs, work-study programs, grants, and early intervention programs. Appended materials include a list of final regulations published in 1997 and a summary of changes in final regulations published in 1997. (MSE)

ED 418 630 HE 031 159

Jones, David R., Ed.; Meek, V. Lynn, Ed.; Weeks, John, Ed.
Exploratíons in Higher Education: A South Pacific Critique.
PUB DATE- 91
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Change Strategies; *College Role; *Cultural
  Pluralism; Developing Nations; Educational Attitudes;
  Educational Change; *Educational Needs; Educational Trends;
  Foreign Countries; Higher Education; Humanities; Indigenous
  Populations; *International Cooperation; Multicultural
  Education; Research Methodology; Social Values; Sociocultural
  Patterns; Technical Assistance; Trend Analysis; Universities
IDENTIFIERS- Australia; New Zealand; *South Pacific; University
  of Papua New Guinea; University of the South Pacific (Fiji)

The collection of essays on higher education in the South Pacific includes: "Transplanting the University" (David R. Jones); "Education in the Small Island States of the South Pacific: The Changing Role of the School and Its Implications for Higher Education" (Tupeni L. Baba); "Co-operation and Collaboration among the Higher Education Institutions within the South Pacific and Beyond" (I. F. Helu); "The Impact of Foreign Aid on Pacific Mores, Ideas, and Traditions" (Pa'o H. Luteru); "Research Methodology in Education and Indigenous Life in Papua New Guinea" (Naomi T. Martin); "Higher Education and the Needs of Small Islands in the South Pacific Region" (Tuingariki; Cecilia Short); "A French University in the South Pacific" (Jacques Borzeix); "Higher Education in the South Pacific: Diversity and the Humanities" (Satendra Nandan); and "Understanding Higher Education Systems: Conceptual Issues" (V. Lynn Meek). (MSE)

ED 418 631 HE 031 160

McInnis, Craig; James, Richard; Beattie, Kate; McNaught, Carmel;
  Simmons, Clare; Ferber, Sarah
Enhancing the First Year Experience.
PUB DATE- 95
NOTE- 73p.; A project funded by the National Staff Development

students' background, potential barriers to education, and initial commitment to education. In February-March 1994 a second survey collected data on students' college experiences, their satisfaction, and final commitment to the college. A total of 489 identified students completed both surveys. Of these students, 53 percent returned to Atkinson in the Fall of 1994 and 43 percent left the university. Overall, the study found that many students who left the university never intended to complete a degree, took fewer courses, and knew by the end of the first year they would not return for a second year. Students who left the university did not differ from those who returned in terms of factors such as barriers to education, their first year experiences, and satisfaction levels. The study concluded that the low retention rate is more a reflection of student choices than of institutional failure. (Contains 11 references.) (DB)

ED 418 651 HE 031 180

Barbett, Samuel
Residence and Migration of First-Time Freshmen Enrolled in Degree-Granting Institutions: Fall 1996. E.D. Tabs.
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Choice; *College Freshmen; Higher Education; *In State Students; National Surveys; *Out of State Students; *Place of Residence; Private Colleges; Public Colleges; *Student Mobility; Tables (Data); Trend Analysis; Two Year Colleges; Universities
IDENTIFIERS- *Integrated Postsecondary Education Data System

This report presents detailed tabulations of data on the residence and migration of first-time freshmen enrolled in degree-granting institutions in the Fall of 1996 based on data from the Integrated Postsecondary Education Data System's Fall Enrollment survey. Tables are presented by state, control (public/private), and level of institution, for all first-time freshmen and, separately, for first-time freshmen who had graduated from high school in the previous 12 months. Of the 2.2 million first-time freshmen, almost 17.1 percent migrated between states: that is, they enrolled in a degree-granting postsecondary institution in a state different from the student's state of residence. Out-migration rates varied considerably from a low of 6.4 percent in California to a high of 55.2 percent in the District of Columbia. In-migration accounted for 85 percent of the District of Columbia's total enrollment of first-time freshmen and in New Hampshire, Rhode Island, and Vermont over half their first-time freshmen were from out of state. First-time freshmen who had graduated in the previous 12 months comprised about 70 percent of all freshmen. Overall, the migration patterns of first-time freshmen were found to be relatively stable since 1992. Other data showed that almost 23 percent of first-time freshmen were enrolled in private colleges. Appended are technical data on the survey and student migration data for nonprofit institutions. (DB)

ED 418 652 HE 031 181

Albright, Brenda Norman
The Transition from Business as Usual to Funding for Results: State Efforts To Integrate Performance Measures in the Higher Education Budgetary Process.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Black Students; *College Freshmen; Commuter Colleges; Educational Attitudes; Foreign Countries; *Grade Point Average; Higher Education; *Predictor Variables; *Racial Differences; *School Holding Power; School Involvement; Student Attitudes; White Students
IDENTIFIERS- Asian Students; *York University ON

This study examined the effects of race on first-year retention at York University (Ontario). Data were obtained from student surveys conducted in 1993, 1994, and 1995, involving a total of 1,864 first-year students, along with administrative records. The study found that the number of black students who left the university because of poor academic standing was almost twice that for any other group. However, an analysis of data on students who left the university in good and poor academic standing indicated no significant racial differences. It was found that grade point average (GPA) was the primary determinant of enrollment status for black and East Indian students, while for students of Chinese and "other" origins, GPA and the value placed upon obtaining a degree were determining factors of enrollment status. For students of European origin, Ontario Academic Credit marks in high school, GPA, academic involvement, and the value placed upon obtaining a degree were determining factors of enrollment status, in line with a student integration model of retention. (Contains 34 references.) (MDM)

ED 418 671 HE 031 200

Grayson, J. Paul
Place of Residence and First Year Marks. Working Paper .
PUB DATE- 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Freshmen; Commuter Colleges; *Commuting Students; Family Role; Foreign Countries; *Grade Point Average; Higher Education; Married Students; *On Campus Students; School Involvement
IDENTIFIERS- *York University ON

This study examined the effects of living on- or off-campus on the grades of first-year students at York University (Ontario). A total of 1,848 first-year students were uurveyed by mail in February-March 1995, with a response nate of 65 percent. Data were also obtained from administrative records. The survey found that 74 percent of respondents lived with their parents, 15 percent lived in campus dormitories, 3 percent lived with a spouse, 2 percent lived off-campus alone, 3 percent lived off-campus with a friend, and 1 percent lived in temporary housing arrangements. Three percent listed "other" as their residence. The results indicated that students who lived with their spouses scored far higher, and students who lived with their parents scored slightly higher grade point averages than those who lived on-campus, even after controlling for Ontario Academic Credit marks and faculty of enrollment. Students living with their parents reported higher levels of classroom involvement than any other group of students. (Contains 26 references.) (MDM)

ED 418 672 HE 031 201

Consortium members consult with each other and collaborate to provide professional development and curriculum services. Each of the member organizations is charged with one or more areas of statewide responsibility: professional development and training of adult education teachers; curriculum development; English as a second language; the education component of the federal Job Opportunities and Basic Skills (JOBS) Program; family literacy; volunteer professional development; coordination with corrections; resource center services; and consortium liaison services. Primary projects of the consortium include the following: (1) professional development and technical assistance; (2) curriculum and materials development; (3) special projects (Project Forward part of implementation of the JOBS program) and Project VITAL, which provides inservice training and technical assistance to literacy instructors and administrators); (4) writing Texas Indicators of Program Quality as mandated in the National Literacy Act of 1991; and (5) the Adult Education and Literacy Performance Assessment System. (A list of the consortium members is appended.) (KC)

ED 418 214 CE 075 177

Kehrberg, Norma
"Not What Is But What Can Be." Women Empowerment and Adult Functional Literacy.
PUB DATE- 96
NOTE- 22p.; Paper presented at the World Conference on Literacy (Philadelphia, PA, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Developing Nations; Educational Needs; *Empowerment; Females; Foreign Countries; *Functional Literacy; *Literacy Education; *Nonformal Education; Outcomes of Education; Program Effectiveness; *Womens Education
IDENTIFIERS- *Nepal

Women in Nepal are empowered through adult functional literacy programs called Non Formal Education (NFE). The NFE classes are held six nights per week using discussion and group socialization processes that develop critical thinking and build self-esteem in a society in which women have few or no legal rights. In these programs, women gain life-sustaining skills and develop the confidence to make decisions affecting them and their families. Self-confident women can be the implementers and brokers of their own programs where they express their views on their rights as citizens of Nepal and as confident adults in the world. However, summative evaluation of the NFE classes can pose barriers to women's empowerment because external evaluators do not understand that the women gain life skills and control of their lives even if they do not retain all their literacy skills in the long term. (KC)

ED 418 215 CE 075 184

van der Kamp, Max; Scheeren, Jo
Functional Literacy of Older Adults: The Case of the Netherlands.
PUB DATE- 96
NOTE- 9p.; Paper presented at the World Conference on Literacy (Philadelphia, PA, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

critical areas. Information technology workers must do the following: develop skills and attitudes that embrace change; adapt to and accept alternative work systems; refine intercultural business communication skills; and use communication networks effectively and stay current. Information, technology, and communication advances are the driving forces behind redefining educators' roles and the learning modalities they use to deliver instruction. Teachers must use computers as a tool and place greater emphasis in multimedia and distance learning. Business educators must be up to date on using electronic information and technologies and learning modalities and committed to the need for students to locate, assess, and apply information, not just to remember things. (YLB)

ED 418 233 CE 076 121

Australia's Youth: Reality and Risk. A National Perspective on Developments That Have Affected 15-19 Year Olds during the 1990s.
PUB DATE- 98
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Education Work Relationship; Educational Finance; Foreign Countries; Higher Education; Income; *Job Training; *Labor Market; Outcomes of Education; Postsecondary Education; School Holding Power; Secondary Education; Unemployment; *Vocational Education; *Youth; *Youth Employment
IDENTIFIERS- *Australia

This first annual report by the Dusseldorp Skills Forum on the situation of young Australians provides a national perspective on developments that have affected 15-19 year olds during the 1990s. An overview chapter, "Youth: The Rhetoric and the Reality of the 1990s" (Richard Sweet), addresses these topics: education-work transition; the labor market and youth; vocational education and training and youth; national targets; and building bridges from insecure to secure employment. "Rapporteur's Observations" (Meredith Edwards) addresses issues generally, some concerns expressed, and some possible policy directions. "The Labor Market for Young Australians" (Mark Wooden) provides a statistical overview of the labor market for teenagers drawing primarily on labor force survey data. "School Participation, Retention, and Outcomes" (John Ainley) addresses the decline in school completion, characteristics of secondary school completers, and destinations of school leavers. "Young People's Participation in and Outcomes from Vocational Education" (Chris Robinson, Katrina Ball) offers a profile of 15-19 year olds in the vocational education sector from 1990-96 and of apprentices and trainees and describes factors affecting uptake of apprenticeships and traineeships. "Young Peoples' Participation in Higher Education" (Simon Marginson) addresses changes in enrollments and participation rates. "Young People and Labor Market Disadvantage: The Situation of Young People Not in Education or Full-Time Work" (Alison McClelland, Helen MacDonald, Fiona MacDonald) examines the young people engaged in marginal activities who may face limited choices about their job and income situation in the future. "Youth Incomes" (John Landt, Phillip Scott) examines incomes of 15-19 year olds in 1994-95, using the most recent Australian Bureau of Statistics survey. "Expenditure on Education and Training: Estimates by Sector and Course" (Gerald Burke) provides an overview of

IDENTIFIERS- *Applied Mathematics; *Work Keys (ACT)
This curriculum guide provides resources that teachers and trainers can use to help learners improve their ability to apply mathematical problem-solving skills in the workplace. The instructional strategies and practice problems in the guide are patterned after those of the American College Testing (ACT) Work Keys System. Gains in skill levels can be measured by Work Keys assessments and by the assessment provided in this guide. The guide discusses the following information that will help instructors offer learners effective learning experiences: Work Keys; applied mathematics; proficiency outcomes; problem solving; instructional strategies; using practice problems; pretesting and posttesting; and resources for developing additional learning activities and practice problems. The instructional strategies and practice problems are divided by Work Keys level for improving through Levels 3-7. Five appendixes contain the following: (1) a list of 8 references; (2) lists of applied mathematics resources, such as 14 textbooks, 35 sources, 15 instructional computer software and laser disks, 9 suppliers of mathematics and science resources and materials, and 26 Internet sites; (3) 17 problem-based learning activities; (4) Ohio Mathematics Proficiency Outcomes; and (5) applied mathematics tests and answers. (KC)

ED 418 252 CE 076 149

Applied Technology: Targets for Learning. Preparing Successful Problem Solvers in the Workplace.
SPONS. AGENCY- Ohio Office of School-to-Work, Columbus.
PUB DATE- 98
NOTE- 319p.; For a related document, see CE 076 148.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Education Work Relationship; *Educational Resources; *Energy Education; Integrated Curriculum; Job Skills; *Learning Activities; Problem Solving; Science and Society; *Science Instruction; Secondary Education; Teaching Methods; Technical Education; *Technology Education; Vocational Education
IDENTIFIERS- *Work Keys (ACT)
This curriculum guide provides resources that teachers and trainers can use to help learners improve their ability to apply technology problem-solving skills in the workplace. The instructional strategies and practice problems in the guide are patterned after those of the American College Testing (ACT) Work Keys System. Gains in skill levels can be measured by Work Keys assessments and by the assessment provided in this guide. The guide includes information that will help instructors offer learners opportunities to solve workplace problems that demonstrate the physical principles inherent in mechanical, electrical, fluid dynamic, and thermodynamic heat systems. The following information is discussed: Work Keys, applied technology, proficiency outcomes, problem solving, instructional strategies, using practice problems, pretesting and posttesting, resources for instructors, and resources for learners. The instructional strategies and practice problems are divided by Work Keys level for improving through Levels 3-6. Four appendixes contain the following: (1) a list of 9 references; (2) lists of applied technology resources, such as 44 sources of learning activities, 25 books for learners, 4 sources for instructional kits, 9 instructional computer software and laser disks, 11 suppliers of science resources and

reviewing national reports drafted in accordance with an agreed-upon structure. The national reports demonstrated a wide range of new approaches and initiatives for promoting access to CVT, in terms of both member states' public policies and the social partners' or corporate policies. According to a 1993 survey, national rates of access to CVT ranged from 13% (in Portugal and Greece) to 43% (in Ireland). Important disparities between sectors were also found. After assessing progress toward improving access to CVT within the context of the various economic, demographic, and social developments that have occurred in Europe since 1993, the commission council issued nine action proposals, including the following: establish common conditions for facilitating access to CVT at the EC level and at the sectoral level; make CVT access reports a regular feature and simultaneously refine them to ensure that national reports and social partners' reports are uniformly drawn on common criteria; and present a plan for action on CVT training in an information society. (The text of the 1993 recommendation is appended.) (MN)

ED 418 272   CE 076 197

The Adaptation of Workers to Industrial Change. European Seminar (Toulouse, France, January 22-23, 1996). Summary of the Debates.
PUB DATE- 96
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- *Adjustment (to Environment); Competition; Economic Change; *Educational Needs; Educational Policy; Emerging Occupations; Employment Patterns; Foreign Countries; Government School Relationship; Industrial Structure; *Industrial Training; Labor Market; Needs Assessment; Organizational Development; Partnerships in Education; Policy Formation; Position Papers; Private Sector; *Public Policy; School Business Relationship; School Community Relationship; Social Change; Technological Advancement; *Vocational Education; *Work Environment
IDENTIFIERS- *European Community

This document summarizes the debates that occurred at a European seminar on the adaptation of workers to industrial change. The document begins with the following three speeches: "The Challenges of Adapting Workers to Industrial Change" (Dominique Balmary); "Objective 4 of the Structural Funds: A Response to the Double Challenge of Employment and Competitiveness" (Padraig Flynn); and "Competitiveness, Social Cohesion, and Employment" (Alexis Jacquemin). A summary of the debates that was prepared by Gilles-Laurent Rayssac is organized in four chapters devoted to the following topics: anticipating the jobs of tomorrow (micro versus macroeconomic anticipation, tools of anticipation, transfer of know-how, direction and activation of anticipation); adaptation to industrial change and training (aims of training, new organization of work and training, access to training, workers as integrated process operators, training as an investment and means of fighting exclusion); small and medium-sized enterprises (SMEs) as a policy priority (various forms of support to SMEs, importance of partnership, types of projects to be cofinanced); and the role of the social partners and public authorities (social dialogue, linkage of private initiative and action of public authorities). Concluding the document are closing speeches by Peter Zangl and Edmond Robin. (MN) are the traditional caregivers to the elderly, and the many women who also participate in the paid labor force must face the challenges of meeting both work and family obligations. Types of elder care assistance not necessarily provided through the workplace include the following: geriatric care managers; homemakers and home health aides; companions/friendly visitors; telephone reassurance systems; respite care; daily money managers; home-delivered meals; chore and home repair; legal assistance or resources; family and medical leave; and assistance with financing care. The following are among ways employers can help their employees with elder care: conduct a needs assessment to determine employees' need for and interest in assistance; refer employees to elder care resource and referral services; offer seminars providing basic information about elder care-related issues; provide employee assistance programs; offer counseling and long-term care insurance; support visiting nurse services and adult day care; develop an elder care pager program; establish flexible spending or dependent care accounts; and assist with transportation. (Concluding this document are the following: list of selected resource materials and organizations; 33 endnotes; and 14 Women's Bureau regional addresses and contacts.) (MN)

ED 418 291 CE 076 226

Isbell, Kellie; Trutko, John W.; Barnow, Burt S.; Nightengale, Demetra; Pindus, Nancy
Involving Employers in Training: Best Practices. Research and Evaluation Report Series 97-I.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 97
NOTE- 67p.; For related documents, see CE 076 227-228.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Basic Skills; Education Work Relationship; Educational Needs; Entry Workers; *Inplant Programs; *Job Skills; Models; *On the Job Training; *Productivity; *Program Effectiveness; Program Evaluation; Skill Development
IDENTIFIERS- *Job Training Partnership Act 1982

A review of the literature on employer-based training (EBT) and case studies of 17 exemplary EBT programs (9 of which were Job Training Partnership Act JTPA programs) were used to determine best practices in EBT and make recommendations for effective strategies for implementing EBT programs. Some of these strategies included the following: (1) JTPA programs should be visible to the community; (2) market JTPA training by stressing its benefits, including its effects on the bottom line for companies; (3) provide JTPA training for a consortium of businesses rather than a single business; (4) ask for commitments from companies for JTPA programs; (5) don't overburden companies with paperwork requirements; (6) companies should first plan their EBT programs based on company goals; (7) employee input is essential to a successful program; (8) linkages with outside organizations can provide access to training resources; (9) companies can maximize their EBT programs by making sure employees apply their training knowledge soon after training; (10) companies should consider the pros and cons of providing training in-house or at another locale; (10) stretch the training budget by shifting some costs to employees; and (11) evaluate the training program and make adjustments as needed. (Contains 45 references.) (KC)

*Continuing Education; Distance Education; Economic Change; *Educational Finance; *Educational Objectives; Educational Research; Foreign Countries; Government School Relationship; Higher Education; International Educational Exchange; *Lifelong Learning; Professional Development; Social Change; Teacher Education; Trainers; Womens Education
IDENTIFIERS- *University of the Western Cape (South Africa)

This report describes the activities and developments of the Centre for Adult and Continuing Education (CACE) of South Africa's University of the Western Cape. The following are among the many activities in which CACE staff members were actively involved in 1997: national efforts to streamline the professional development of adult educators and trainers; transition to a delivery system combining face-to-face tuition, resource-based learning, and distance support; study weekends during which rural students examined important issues and strengthened their use of popular education methods; efforts to build tutor capacity and outcomes-based education capacity; the Race, Class, Gender and Culture Project; international educational exchange, and research on adult education. (Contains a draft financial statement and lists of the conferences, seminars, and workshops attended by CACE staff in 1997 and 34 papers, articles, books, and presentations by CACE staff.) (MN)

ED 418 311   CE 076 261

Ohio's Resource Guide for Voluntary Skill Standards.
SPONS. AGENCY- Ohio Board of Regents, Columbus.; Ohio State Dept. of Development, Columbus.; Ohio State Dept. of Education, Columbus.; Ohio Office of School-to-Work, Columbus.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accreditation (Institutions); Check Lists; Credentials; *Education Work Relationship; Educational Resources; *Employment Qualifications; *Job Skills; Nonprofit Organizations; Partnerships in Education; Postsecondary Education; School Business Relationship; Secondary Education; *Standards; *Statewide Planning; Student Certification; Student Evaluation; *Vocational Education
IDENTIFIERS- *Ohio; *Voluntary Skill Standards

Voluntary skill standards are industry-based, industry-verified performance specifications that identify the knowledge, skills, and abilities individuals need for success in an industry. This resource guide is designed to raise awareness of voluntary skill standards, identify their benefits, and encourage stakeholder involvement in implementation in Ohio's voluntary skill standards. The role of skill standards in enhancing Ohio's ability to compete effectively in a global economy and promoting economic security is explained, and the evolution of the state's voluntary skill standards is traced. The processes of certification/accreditation of training programs and individual credentialing for students and employers are outlined. The need for partnerships is explained as well as the benefits employers, organized labor, educators, employees, and students derive from voluntary skill standards and the implications of voluntary skill standards for Ohio's vocational education and higher education programs. Also included is a six-

Occupations" (Marcelle Hardy); "Vocational Student Success in Distance Education Courses" (Michael K. Swan, Diane H. Jackman); "The Motivation of Students to Participate in Distance Education: An Assessment Based on Houle's Typology" (Allen D. Truell); and "An Equivalency Study Comparing Paper-Pencil and Internet-Based Occupational Competency Tests" (Jerome T. Kapes, et al.). (KC)

ED 418 329 CE 076 306

Moroz, Pauline
The Effect of Selected Intervention Tactics on Self-Sufficient Behaviors of the Homeless: An Application of the Theory of Planned Behavior.
PUB DATE- 98
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998). Supported by the Upper Rio Grande Private Industry Council, El Paso Community College, and the El Paso Coalition for the Homeless.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Attitude Change; *Behavior Modification; Behavior Patterns; *Behavior Theories; Career Counseling; Case Studies; Educational Attitudes; *Homeless People; Individual Development; *Intervention; Self Actualization; *Theory Practice Relationship; Work Attitudes
IDENTIFIERS- *Self Sufficiency

A sample of 24 voluntary participants in a federally funded vocational training and placement program for homeless people in El Paso, Texas, was studied to identify specific interventions that increase self-sufficient behaviors of homeless individuals. Case study data were collected from orientation discussions, career counseling sessions, and ongoing case management interviews. Supplemental information was gathered through academic and vocational standardized tests and questionnaires based on Ajzen's theory of planned behavior, which addresses the relationships among beliefs, attitudes, intentions, and behavior. The sample members had positive attitudes toward self-sufficient behaviors and positive behavioral beliefs about the outcomes of self-sufficient behaviors. Their perceived behavioral control over systemic barriers was realistic. Some factors (employment and housing) influenced sample members' behavior rather than intention. Other external barriers (transportation and child care) were overcome by use of integral program services. Sample members fared poorly in internal resources such as skills, planning capabilities, and knowledge. The lack of significant referents, which had the biggest effect on participants' intention to perform self-sufficient behaviors, was addressed through the following intervention tactics: career counseling, case management, and peer support. (Contains 71 references.) (MN)

ED 418 330 CE 076 309

Malloch, Margaret; Cairns, Len; Hase, Stewart
Learning in the Workplace: Implications of the Capability Learning Model.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17,

highlights the need for specific strategies for prevention. (EMK)

ED 418 347 CG 028 365

McDaid, Janet L.; Reifman, Arthur
Promoting Student Mental Health, Learning & Welfare: 1995-96 School Psychology Services Accountability Studies.
SPONS. AGENCY- San Diego City Schools, CA.; National Association of School Psychologists, Silver Spring, MD.
PUB DATE- 97
NOTE- 74p.; Funding provided in part by Nordica Foundation Enterprises and California Association of School Psychologists.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; Cost Effectiveness; *Counseling Effectiveness; Counselor Role; Elementary Secondary Education; Mental Health; Program Evaluation; Pupil Personnel Services; *School Psychologists
IDENTIFIERS- San Diego Unified School District CA

As part of an ongoing project to determine how effectively school psychological services promote student mental health, learning, and welfare in San Diego City Schools (California), accountability studies were conducted. A previously developed planning model guided the process. During the 1995-96 school year, school psychologists gathered data using revised procedures. Particular attention was given to collecting information that accurately described the broad range of job responsibilities and activities performed by school psychologists. The level of satisfaction expressed by recipients of psychological services such as school site personnel and parents was evaluated. The accountability studies examined in this report extend findings on student referral demographics and use of time by school psychologists reported earlier by the authors. The chapters are (1) "Introduction"; (2) "Student Demographics and Time Studies of Psychological Services" (A. Reifman, J. McDaid); (3) "School Site Needs for Psychological Services: Perceptions of Parents, Administrators, Teachers, and Support Staff" (J. McDaid, A. Pierce, P. Theodore); (4) "Parent Satisfaction with School Psychologist Services: Exploratory Study" (J. McDaid, A. Reifman); (5) "Discussion, Blueprint for Future Accountability Studies, and Recommendations." Data collection instruments, interview guidelines, and cost benefits analysis are included in six appendices. (EMK)

ED 418 348 CG 028 366

Coutts, Richard; Chinien, Chris A.; Boutin, France; Letteri, Charles; Cap, Orest; Porozny, George
Dropout Prevention through a Cognitive Based Instructional System: Why Are We Not All Born Smart? Final Report, 1995.
SPONS. AGENCY- Human Resources Development Authority, Edmonton (Alberta).
PUB DATE- 95
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)

training is treated as an educational program emphasizing the world of work, practical living skills, personal growth and management, and social skills. The first section provides guidelines in terms of the process of searching for, evaluating, and making a final selection of products for implementation of a life skills program in a correctional setting. The second part supplies detailed descriptions of a number of commercial products that are appropriate and available for use in this type of program. A quick reference chart of the resources discussed in part 2 makes up part 3. Samples of necessary forms required to carry out a life skills program are provided. (MKA)

ED 418 368 CG 028 405

Chalk, Rosemary, Ed.; King, Patricia A., Ed.
Violence in Families: Assessing Prevention and Treatment Programs.
SPONS. AGENCY- Department of Justice, Washington, DC.; Carnegie Corp. of New York, NY.; Department of Health and Human Services, Washington, DC.
PUB DATE- 98
NOTE- 409p.; Prepared by the Committee on the Assessment of Family Violence Interventions. For related reports, see ED 353 512 and ED 385 384.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Child Abuse; Child Advocacy; Cooperation; Elder Abuse; Evaluation Criteria; *Family Violence; Health Services; *Intervention; Legal Aid; *Prevention; *Program Effectiveness; Social Services
IDENTIFIERS- Risk Assessment

This book examines the emerging social science research base on violence and families. It specifically explores the evaluation of family violence as well as insights reported in other assessments of selected interventions. The focus is on family violence and family violence interventions, ways to improve evaluation, social service interventions, legal interventions, health care interventions, comprehensive and collaborative interventions, cross-cutting issues, and recommendations for treatment. Two appendices list names and locations of individuals and organizations who helped develop this book, and provide biographical sketches of members of the committee responsible for the text. A list of other reports from the Board on Children, Youth, and Families is also presented. (Includes an index. Contains more than 400 references.) (MKA)

ED 418 369 CG 028 406

Katsekas, Bette; Lemay, Diane
Dynamics of Prejudice: A Proposed Definition and the Counselor's Role in the Evolution of Attitudes.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitudes; *Bias; *Counseling; *Counselor Attitudes; Counselor Characteristics; *Counselor Role; Definitions; Emotional Experience; Role; *Self Evaluation (Individuals)

This paper provides some definitions of the components of prejudice, including aspects of counselor prejudice. The paper contends that counselors should use this definition to increase

DESCRIPTORS- Case Studies; *Educational Practices; *Phonics; Primary Education; *Reading Instruction; *Reading Programs; Student Needs; *Whole Language Approach
IDENTIFIERS- *Balanced Reading Instruction; Educational Issues; *North Carolina

This paper contends that the most difficult task facing state policymakers is to understand that the strong feelings on both sides of the reading debate may not be truly reflective of the choices before them--it is not a choice between teaching reading through phonics or whole language. The paper states that a good whole language program must include phonics, and that good phonics instruction, while essential, is only part of an effective reading program. The paper discusses the situation in the state of North Carolina as representative of what has been happening across the nation in reading instruction. The paper concludes that policymakers in all states should seek to walk a fine line between the more singleminded positions on either side of the reading debate to promote an approach that really is based on strong evidence of effectiveness: that means a balanced approach, and it means recognizing that "balance" will mean different things for different children and will require being able to assess accurately each child's instructional needs. (NKA)

ED 418 387   CS 013 162

Freidus, Helen; Grose, Claudia; McNamara, Margaret
Something Old, Something New: Issues Arising from the Implementation of a Holistic Literacy Program within an Urban School System.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Annual Meeting of the National Reading Conference (Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Holistic Approach; *Instructional Effectiveness; *Integrated Activities; Learning Processes; *Literacy; Longitudinal Studies; Models; Professional Development; *Program Implementation; Reading Writing Relationship
IDENTIFIERS- First Steps Program (Australia); New England; Office of Educational Research and Improvement

This paper reports on the findings of Year 1 of a three-year project, funded by the Office of Educational Research and Improvement, to study the implementation of the First Steps Literacy Program in a New England urban school district. The study is informed by theories of literacy that view reading, writing, and language as integrated components of a process; development in one area facilitates development in the others. Effective instruction is informed by ongoing assessment and provides opportunities for immersion, modeling, relevant feedback, diverse opportunities to use language in purposeful ways, and by current research on teacher development and curriculum change that view professional growth as situational and socially constructed. First Steps, originally developed in Australia, is a holistic, developmentally sequenced approach to literacy instruction designed to give teachers explicit ways of mapping children's progress through observation--it links assessment and instruction and creates a support system for ongoing professional development. The qualitative study focused on the nature and response to First Steps professional development. Observations were made in eight elementary schools writing teacher's end and marginal comments requesting revision by ignoring them or making only minor repairs. Using ungraded work, "in progress" grades, and portfolios are techniques which attempt to direct the students' attention on the process of discovery, on expressing their ideas in writing, and on revising their writing. While the writing teachers in the developmental writing program at Ferris State University currently use a pass/fail system, they continue to wrestle with the issues that grading and non-grading raise including teacher role, student motivation, and reward. In 1995, the faculty returned to portfolios as a source of information about the ways their students responded to the teacher mandate to revise. Using established portfolio assessment procedures, 8 faculty read and evaluated 21 portfolios. Results indicated that developmental students were able to move at least in limited ways beyond the sentence level when teachers guided that activity. Process approach teachers can help students gain facility by helping them practice a range of revision strategies and should use process assessment to credit and reinforce the value and centrality of revising. (Contains 19 references and six figures.) (RS)

ED 418 408 CS 216 276

Vande Kopple, William J.
Current Research on Language and Its Status with Composition Teachers.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Dialects; Higher Education; *Language Research; *Linguistics; *Research Needs; Research Utilization; Theory Practice Relationship; Traditional Grammar; *Writing Instruction
IDENTIFIERS- Research Suggestions

In the last 20 years, research on language has gone from an area that specialists in composition and rhetoric took quite seriously to one that specialists now pay little attention to. This shift can be accounted for because (1) some teachers appear to have given up on using any insights from linguistic analysis in their teaching of composition; (2) most composition teachers believe that linguistic work based in North America has little to do with improving students' writing skills; (3) those not studying grammars not originating in North America have not been careful in their use of terms associated with these grammars; (4) teachers are unwilling to risk taking any control over texts away from their students; (5) linguistic research has fallen on the losing side in the debate over quantitative or qualitative studies; and (6) it is the context that is focused on most among all the elements of a rhetorical situation. Researchers working with linguistics can attract a broader audience by doing more research that relates aspects of texts to contexts that produce those texts; helping composition teachers understand and move closer to remediating surface errors in students' essays; helping to characterize the stages students go through when they progress toward writing lexically dense prose; and doing work to help people understand the nature of dialects. (RS)

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Communication; *Classroom Environment; Cognitive Structures; Critical Thinking; Curriculum Development; *Diversity (Student); Elementary Secondary Education; Higher Education; *Language Role; *Literacy; Literature Reviews; Models
IDENTIFIERS- *Discourse Communities; *Literate Environment Approach

The language of a literate classroom is profoundly impacted by that which is included, excluded, ignorantly condoned, and perpetually presented with distortions. The article analyzes seven comprehensive frameworks: (1) diverse voices; (2) identities of the language users; (3) present and absent curriculum; (4) cognitive structures influencing thinking; (5) critical thinking and questioning; (6) chronological, geographical, and linguistic knowledge shaping schemata; (7) realities of society rather than issues; and (8) verbal and nonverbal language. These frameworks shape the development of the functional paradigms essential to developing literacy competencies in school classroom environments and lifelong literacy among learned people. (Includes a figure; contains 34 references.) (Author)

ED 418 431 CS 216 322

Shambaugh, R. Neal
Speech Genres in Writing Cognitive Artifacts.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the National Reading Conference (Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; Content Analysis; Higher Education; Instructional Effectiveness; *Learning Processes; Research Methodology; *Textbook Content; *Textbooks; *Writing for Publication
IDENTIFIERS- Bakhtin (Mikhail); *Cognitive Artifacts; *Speech Genres; Text Factors; Voice (Rhetoric)

This paper reports on the analysis of an instructional text on the basis of M. Bakhtin's (1986) notion of speech genres, which is used to theorize the different influences on the writing of an instructional text. Speech genres are used to reveal the multiple voices inherent in any text: the writer's, the reader's, and the text's. The author-written cognitive artifact was designed and written to support learners within a reflexive, co-participatory teaching approach. Methodological issues are examined in the design and use of this tool to systematically examine the significance of writing a text to support learning. Although speech genres are likely to resist a complete examination, being able to identify critical ones through a systematic analysis may assist educators in their design efforts. (Contains 20 references and 2 figures. An appendix show the three-step analysis procedure.) (Author/NKA)

ED 418 432 CS 216 323

Daniel, Lois
How To Write Your Own Life Story: The Classic Guide for the Nonprofessional Writer. Fourth Edition.

DESCRIPTORS- Assignments; *Classroom Techniques; *Debate; Debate Format; *Freedom of Speech; Higher Education; Learning Strategies; *Persuasive Discourse; Public Speaking; *Student Participation

IDENTIFIERS- Communication Ethics; *First Amendment

An assignment focuses on introducing students to the complexities involved in rendering a decision concerning the First Amendment to the Constitution. During the first week of classes, students are asked to read the introductory sections to the topic-specific chapters in "Freedom of Speech in the Marketplace of Ideas" by Fraleigh and Truman, which include: incitement to illegal conduct; national security; fighting words; hate speech; defamation of character; obscenity; time, place, and manner restrictions; government-subsidized speech; and technology issues. Students rank in order the topics they found most interesting; they are then divided into two groups, and each is assigned either the pro or con of a specific free-speech related incident. Each group researches their topic for 6-8 weeks. Debates are held in front of the rest of the class. (A class syllabus is appended.) (CR)

ED 418 453 CS 509 821

Grell, Jane

Doctor Knickerbocker and Other Poems.

PUB DATE- 94

NOTE- 48p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Childhood Interests; *Creative Expression; *Cultural Context; Elementary Education; Figurative Language; *Folk Culture; Foreign Countries; Multicultural Education; *Poetry; Story Telling

IDENTIFIERS- *Caribbean; Oral Literature

Serving as an ideal entry point for children to self-expression and creativity, these participative poems by a storyteller blend the bounce and rhythm of Caribbean memory with universal aspects of childhood experience. The poems take the oral and musical folklore of the Caribbean and link it to the verse of the traditional English nursery rhyme to create a cross-cultural form in a theatrical or educational context. Titles of the poems are: "Waking up with Rhythm on a Winter's Day"; "Poor Mrs. Carnelley!"; "Watch Out Ousman!"; "Kelly-Marie"; "Get on with Your Work Salma"; "Ghost-Buster-Mark"; "Is It Raining Outside?"; "When I Think of Rain"; "English Rain"; "La Pluie Ka Tombe, Soleil Ka Claywe"; "The Puddle"; and "African Dance." A poem evaluating the poetry workshop concludes the book. (NKA)

ED 418 454 CS 509 822

Strohkirch, Carolyn Sue; Hargett, Jennifer G.

A Preliminary Analysis of Sex Differences in Attributional Patterns and Self-Esteem Levels.

PUB DATE- 98

NOTE- 16p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 2-5, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

style is discussed as well as how leaders and followers interact in the processes of change. A step-by-step problem-solving process is presented that identifies where change agents fit into a path of change and the characteristics of people who might best use this process. The chapters focus on such topics as modes of change, leadership and the team, the games of change, the paths of change, and solving the problem. Two case studies are provided to illustrate the process. (Contains approximately 95 references.) (RJM)

ED 418 474   EA 028 955

Clegg, Stewart R., Ed.; Palmer, Gill, Ed.
The Politics of Management Knowledge.
PUB DATE- 96
NOTE- 243p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Administrative Organization; Administrator Education; *Case Studies; Change Agents; Foreign Countries; Higher Education; Leadership; *Management Systems; Organizational Climate; Power Structure; Social Change
IDENTIFIERS- *Management Analysis; Mexico

This book recognizes the political nature of management knowledge, as a discourse produced from, and reproducing, power processes within and between organizations. Critical examinations of certain current management theories--lean production, excellence, entrepreneurship--are examples of relations of power that intermingle with relations of knowledge. Authors from a variety of different countries address the social and political processes involved in a cross-cultural transference of management ideas across the world. The text focuses on the political nature of management knowledge and is divided into 3 parts: producing managers, comparative cultural recipes for management, and the future for management. The book opens with "Introduction: Producing Management Knowledge" (Stewart R. Clegg and Gill Palmer). In part 1, "Producing Managers," the chapters include: (1) "Making Up Managers: Enterprise and the Ethos of Bureaucracy" (Paul du Gay); (2) "The Mantality of Management: SElf-Images of American Top Executives" (Klaus P. Hansen); and (3) "The Role of Social Identity in the International Transfer of Knowledge through Joint Ventures" (John Child and Suzana Rodrigues). In part 2, "Comparative Cultural Recipes for Management," the chapters include: (4) "Lean Production: the Myth which Changes the World?" (Bengt Sandkull); (5) "The International Popularization of Entrepreneurial Ideas" (Jose Luis Alvarez); (6) "Excellence at Large: Power, Knowledge and Organizational Forms in Mexicn Universities" (Eduardo Ibarra-Colado); and (7) "From Cultural Imperialism to Independence: Francophone Resistance to Anglo-American Definitions of Management Knowledge in Quebec" (Jean-Francois Chanlat). In part 3, "The Future of Management," the chapters include: (8) "Interrogating Reframing: Evaluating Metaphor-based Analyses of Organizations" (Ian Palmer and Richard Dunford); (9) "Managing Sceptically: a Critique of Organizational Fashion" (Harvie Ramsay); (10) "The Axeman Cometh: the Changing Roles and Knowledges of Middle Managers" (Harry Scarbrough and Gibson Burrell); and (11) "Management Knowledge for the Future: Innovation, Embryos and New Paradigms" (Stewart R. Clegg, Mary Barrett, Thomas Clarke, Larry Dwyer, John Gray, Sharon Kemp and Jane Marceau). (Includes an index.) (RJM)

DESCRIPTORS- *Administrative Principles; Change Strategies; *Educational Environment; Evaluation; Faculty Development; *Instructional Leadership; *Leadership Qualities; *Principals; School Administration; Self Evaluation (Groups)

This book is written for practicing and prospective instructional leaders who want to develop reflective, collaborative, problem-solving contexts for dialogue about instruction. Some school leaders, though, have discovered ways to effectively integrate such leadership into their schools, and these methods are presented. This book draws on information from a study of more than 800 K-12 classroom teachers who were asked how the best principals encourage teacher growth and professionalism. Teachers described in detail the strategies, behaviors, attitudes, and goals of instructional supervisors that influenced classroom instruction. The book opens with an overview of the literature on instructional leadership and supervision, as well as a brief description of the study on which it is based. Chapters 2, 3, and 4 focus, respectively, on three fundamental themes of instructional leadership: talking with teachers, promoting teachers' professional growth, and fostering teacher reflection. Chapters 5, 6, and 7 discuss principles' use of visibility, praise, and autonomy--as juxtaposed with abandonment, criticism, and control--and their affects on teachers. Chapter 8 summarizes the findings and presents a portrait of good instructional leadership. (Contains an index and approximately 225 references.) (RJM)

ED 418 494 EA 028 996

Goldman, Gary; Newman, Jay B.
Empowering Students To Transform Schools.
PUB DATE- 98
NOTE- 209p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDPS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Educational Environment; Elementary Secondary Education; Self Esteem; *Student Empowerment; *Student Leadership; Student Participation; Student School Relationship; Youth Leaders

This book addresses the importance of student involvement in improving the quality of schools. It demonstrates how bringing together students of all achievement levels using empowering activities helps everyone. Chapter 1 demonstrates how student involvement can be used to alter the culture of a school and includes examples of specific projects to achieve this. Chapter 2 focuses on the importance of committing to a common vision of excellence. Chapter 3 recognizes that how students feel about themselves and their school is directly related to how they participate. Chapter 4 discusses strategies that have been used to increase student involvement and empowerment. The concept of the team is furthered in chapter 5, which focuses on the development of specific plans for achieving desired outcomes. Problem solving, decision making, and action planning techniques and strategies are provided as examples. The last two chapters discuss strategies and techniques for measuring progress toward goals and explore what the future holds for schools. (RJM)

ED 418 495 EA 028 997

Preventing Violence: Program Ideas and Examples. Special Focus.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of

suggestions for using TQM to help implement the ADA are offered. These suggestions urge implementation of four TQM principles: capacity building, universal design, focus on strengths rather than deficits, and use of data for decision making. The planning process of TQM is then applied to reasonable accommodation in the form of the Plan-Do-Check-Act cycle. Suggestions for educating personnel about the ADA include adding it to existing TQM training efforts. Several organizational resources are listed. (DB)

ED 418 515 EC 306 194

Fitzsimmons, Mary K.
Beginning Reading. ERIC/OSEP Digest #E565.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 3p.; Based on "Shakespeare and Beginning Reading: 'The Readiness Is All'" by Edward J. Kameenui in "From the ERIC Clearinghouse," TEACHING Exceptional Children, Winter 1996 p77-81.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Beginning Reading; Decoding (Reading); Educational Research; *Phonology; Primary Education; *Reading Difficulties; *Reading Instruction; Teaching Methods; Theory Practice Relationship; *Word Recognition
IDENTIFIERS- ERIC Digests; *Phonological Awareness

This digest summarizes what is known about teaching the processes of phonological awareness and word recognition. It finds unequivocal research evidence that students who enter first grade with phonological awareness skills are more successful readers and urges explicit instruction in these skills. Examples of phonological awareness activities and teaching tips on developing phonological awareness and alphabetic understanding are provided. Research evidence on word recognition is reported which clearly shows that reading comprehension and other higher-order reading activities depend on strong word recognition skills, including phonological decoding skills. Several teaching tips for helping students learn to read words are presented, such as the importance of explicit instruction in the connection between sounds and letters and sounds and words. (DB)

ED 418 516 EC 306 302

McEwan, Elaine K.
The Principal's Guide to Attention Defict Hyperactivity Disorder.
PUB DATE- 97
NOTE- 243p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *Attention Deficit Disorders; *Compliance (Legal); Drug Therapy; Educational Legislation; Evaluation; *Hyperactivity; Intervention; Measures (Individuals); Parent School Relationship; *Principals;

Urban Differences; *Special Education; Special Education Teachers; Teacher Attitudes; Teacher Expectations of Students

This book discusses the forces that create and perpetuate discrimination in special education and provides suggestions for eliminating discriminatory practices. Chapter 1, "The Problem," describes the enormous disparities between the school experiences and educational outcomes of poor, non-European American, immigrant, refugee, rural, and limited English proficient students with disabilities and their European American middle and upper class peers. Chapter 2, "Prejudice and Discrimination," provides examples of ways that teachers and schools discriminate against students from minority backgrounds. Chapter 3, "Culturally, Contextually and Linguistically Inappropriate Special Education Services," describes how the educational system has been developed to serve the needs of the upper-class and middle-class European Americans. The needs of children from different backgrounds and the failure of special education programs to meet these needs are discussed. Chapter 4, "Obstacles to Change and Solutions" identifies five main reasons why many special educators resist learning about students' cultural, contextual, and linguistic characteristics, including the lack of diversity among special educators, prejudicial attitudes, reluctance to rock the boat, unwillingness to expend the energy, and lack of preparedness. The final chapter, "Concluding Comments," urges special educators to work to eliminate inequalities in special education. (Each chapter includes references.) (CR)

ED 418 533 EC 306 342

Carter, Betty Woerner
I Can't Hear You in the Dark: How To Learn and Teach Lipreading.
PUB DATE- 98
NOTE- 210p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Adults; Educational Strategies; *Hearing Impairments; Lesson Plans; *Lipreading; *Oral Communication Method; *Partial Hearing; Teaching Methods; *Word Recognition

Designed for use by individuals studying on their own, teachers, self-help groups, audiologists, and other professionals working with individuals with hearing impairments, this manual provides 23 lessons for learning to lip-read. The lessons are organized to help the lipreader recognize how sounds look when they are spoken, thus leading to recognition of words, sentences, and running conversation. They show step-by-step how sounds of the English language are made and how to apply that knowledge to lipreading for daily living. Beginning chapters address how lipreading can be helpful and situations that make it difficult; guidelines for study and methods for learning lipreading; and how the lessons can be used to learn or teach lipreading. The lessons are then presented in two parts for teaching purposes. The first part of the lesson sequence illustrates the sounds most easily seen on the lips, increasing in difficulty to those which are less visible. The second part explains how sounds are made and contains exercises and stories for using them. Lists of words that contain sounds explained in the lessons are provided to be used for increasing the ability to recognize sounds. The last chapter contains 88 stories which disabilities. The beginning of the report describes regional projects that are providing statewide information and referral help as well as assistance in acquiring AT, equipment loan programs, equipment recycling programs, demonstration centers, evaluation centers, information and referral efforts, and financial loan programs. Activities are described under the following topics: (1) providing training on AT to professionals, customers, and family members; (2) working with state governments to ensure accessibility of electronic and information technology by all state agency employees and by individuals who use public facilities; (3) reaching underrepresented populations, particularly minority and rural populations; (4) involving people with disabilities to provide input, direction, and expertise on barriers to AT; and (5) working with protection and advocacy agencies to advocate for AT, including the expansion of augmentative and alternative communication devices under Medicaid and Medicaid coverage of durable medical equipment. A chart illustrating Tech Act activities to improve access in the different states is provided, as well as a list of funded projects. (CR)

ED 418 552 EC 306 361

Dillon, Dennis C.; Patty, Lin Murray
A Survey of Rhode Island School Superintendents on the Status of Gifted and Talented Education in Their Districts.
SPONS. AGENCY- Rhode Island State Dept. of Elementary and Secondary Education, Providence.
PUB DATE- 97
NOTE- 41p.; Paper contains some filled-in type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability Identification; *Acceleration (Education); *Access to Education; Delivery Systems; Educational Strategies; Elementary Secondary Education; Enrichment Activities; *Gifted; *School District Spending; School Districts; *Superintendents; Surveys; *Talent
IDENTIFIERS- *Rhode Island

In 1996, the Rhode Island State Advisory Committee for Gifted and Talented Education surveyed 34 Rhode Island school superintendents on the status of gifted and talented education in their districts. Findings from the survey indicate: (1) Rhode Island school districts are serving about 4.5 percent of the student population; (2) there were inconsistencies in reporting identification criteria as they relate to service provisions; (3) 33 percent of the school districts reported they had no gifted and talented teachers; (4) some gifted and talented children were more likely to be served than others in 59 percent of the school districts in Rhode Island; (5) in 1996 11 cents of every $100 spent on K-12 education supported the education of gifted and talented children; and (6) 33 of the 34 school districts allow some form of acceleration. Recommendations urge local education agencies to increase identification efforts and provision of appropriate programs to all children, to promote staff development in the area of gifted and talented, to review policies so that instructional and/or institutional barriers to acceleration options are removed, to allocate a fair and equitable portion of limited funds for gifted and talented children, and to initiate research studies to determine the effectiveness of gifted and talented programs. (CR)

ED 418 553 EC 306 362

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Administration; Augmentative and Alternative Communication; Classroom Techniques; *Curriculum Development; *Disabilities; *Education Work Relationship; Educational Principles; Elementary Secondary Education; Guidelines; *Inclusive Schools; Interpersonal Communication; Mainstreaming; *Regular and Special Education Relationship; Teaching Methods; Transitional Programs

The five sections of this guide, intended for general education teachers working to include students with disabilities, can be used independently. Each section includes a letter to the teacher that introduces the content; a list of 10 "guidelines-at-a-glance"; a set of the guidelines, each on a separate page, suitable for duplication or as overhead transparencies; a page of text discussing each of the 10 guidelines; and a short list of selected references. The guides and their authors are: (1) "Adapting the Curriculum" (Alice Udvari-Solner), guidelines such as creating a student-centered curriculum and designing learning experiences to reflect multilevel goals; (2) "Instructional Strategies" (Michael F. Giangreco and Lia Cravedi-Cheng), strategies such as knowing each student's characteristics and learning styles and using data to make instructional decisions; (3) "Communication Systems in the Classroom" (Janet M. Duncan and Patricia A. Prelock), ideas such as providing each student with the necessary supports to communicate and involving classmates as communication partners; (4) "Administration in Inclusive Schools" (Richard Schattman and Ruth E. Dennis), suggestions for administrators, including sharing leadership responsibilities and providing time for collaboration; and (5) "Transition from School to Adult Life" (George B. Salembier and Katharine S. Furney), guidelines such as planning early and helping students draw on a range of school and community resources. (DB)

ED 418 570 EF 005 026

District of Columbia Public Schools: Availability of Funds and the Cost of FY 1997 Roof Projects. Report to the Chairman, Subcommittee on Oversight of Government Management, Restructuring and the District of Columbia, Committee on Governmental Affairs. U.S. Senate.
PUB DATE- 98
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Construction Costs; Construction Programs; Educational Finance; Elementary Secondary Education; Facility Improvement; *Public Schools; Quality Control; *Roofing; *School Buildings; *School Maintenance
IDENTIFIERS- *District of Columbia

In 1997, the Congressional subcommittee responsible for oversight of schools in the District of Columbia asked for information regarding school roof repairs in the District. The subsequent report to that committee is presented. It focuses on the availability of funds to repair roofs, and it offers plans for roof repair in 1998. Although sufficient funding existed in the summer of 1997 to repair 10 schools, the District of Columbia's Public Schools division had not completed sufficient planning to begin the work. Contributing factors to the delay included the almost complete turnover in technical capital project staff

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English; Foreign Countries; *French; Grade 4; Grade 5; *Interference (Language); Intermediate Grades; Language of Instruction; *Language Variation; *Linguistic Borrowing; *Native Language Instruction; Oral Language; *Standard Spoken Usage
IDENTIFIERS- Canada; Canada (Maritime Provinces); *French (Canadian); Ontario

A study conducted in grades 4 and 5 in French Canadian schools in Atlantic Canada and Ontario investigated differences between students' vernacular and standard spoken French, with regard to learning how to eliminate interference in students' learning of standard usage. The discussion focuses on mistakes caused by borrowings from English, including: direct and indirect objects in the vernacular, English, and French; verb phrases with "etre" in the vernacular, "to be" in English, and "avoir" in French; the preposition "dans" in vernacular and French; and "dessus" preposition in the vernacular, whose semantic content is closer to English than French. Several syntactic features of the vernacular differing from French are also examined. These results are presented as they are to a native French class. The paper concludes that the vernacular spoken by children in this area of Ontario should be treated for research purposes as a linguistic system, albeit unstable, similar to an interlanguage, and that a full description of it should have important pedagogical applications for French native language instruction. (MSE)

ED 418 590 FL 025 157

Hickey, Tina
Early Immersion Education in Ireland: Na Naionrai.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium). Directorate-General for Education, Training, and Youth.
PUB DATE- 97
NOTE- 333p.
LANGUAGE- English; Irish
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143),Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; Educational Trends; Family Environment; Foreign Countries; *Immersion Programs; *Irish; *Language of Instruction; *Language Role; Language Skills; Language Usage; Native Language Instruction; Parent Attitudes; *Preschool Curriculum; Preschool Education; Program Effectiveness; Second Language Learning; Teacher Attitudes; Trend Analysis; Uncommonly Taught Languages
IDENTIFIERS- *Ireland

A study addressed educational and psychological issues raised by the phenomenal growth of Irish-medium pre-schools ("naionrai"). Data were gathered in surveys of almost 2,000 parents, over 170 teachers and advisors, and 225 children in 25 Irish-medium pre-schools in both "Gaeltacht" (Irish-speaking districts) and "Galltacht" (English-speaking districts) areas were tested for cognitive and linguistic development. Results indicate that children make significant advances in Irish language development during their time in the "naionrai," which leads to increased use of Irish in their homes as their parents try to help them acquire the language. Many recommendations for future development of the "naionrai" are included. The report is

South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Demography; *Educational Demand; *Employment Patterns; *Enrollment Trends; *Higher Education; Labor Force; Migration Patterns; Population Trends; Public Colleges
IDENTIFIERS- *Arkansas; *Baby Boom Echo

The purpose of this study was to analyze the influence of the generation born between 1977 and 1994, the "baby boom echo," on the demand for higher education and workforce development in Arkansas. Although the birthrate in Arkansas for this period does not correlate with the national trend, increased school enrollment and in-migration in the 1990s did track the phenomenon. Over the past 26 years, higher education headcount enrollment in Arkansas increased 159 percent. This increase may be explained by the establishment of new two-year colleges in the 1970s and new technical colleges in the 1990s, an increase in the college-going rate from 43 percent in 1980 to 55.4 percent in 1996, a 16.3 percent increase in the number of part-time students, stability in the number of older students, and in-migration during the 1990s. Based on ninth-grade enrollments in 1997, the Arkansas economy must absorb a 13.4 percent increase in workforce entrants by 1999. Assuming the educational patterns of 1990, by 2010 approximately 693,000 Arkansans will attempt to succeed in the workforce without a high school degree, while approximately 600,000 will have some level of college education. Twelve tables and seven figures chart these trends. (Contains 17 references.) (MDM)

ED 418 611 HE 030 873

Knowlton, Dave S.
The Values of Teaching Literature: The Manifestation of a Teacher's Values in the African-American Literature Course.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Literature; Blacks; Case Studies; *College Faculty; English Teachers; Higher Education; Racial Attitudes; Racial Factors; Teacher Attitudes; *Teacher Role; Teacher Student Relationship; *Values; Whites
IDENTIFIERS- African Americans; Values Research

This paper presents the results of a case study of the role of a college instructor's values on the teaching process and on his students. A white male English instructor who taught African-American literature was the focus of the study. Data were collected through classroom observations, a review of the course syllabus and handouts, and a series of recorded interviews and discussions with the instructor. A review of the data suggested that the instructor's perception of values fell into four distinct categories: teacher relates to the message, teacher relates to context, teacher relates to students, and teacher relates to self. Examples from classroom observations and interviews with the instructor are used to illustrate the

Fund (Cathie Fund).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accounting; Biology; Chinese; College Curriculum; College Environment; *College Freshmen; College Mathematics; College Science; Curriculum Development; Departments; Economics Education; English; Faculty Development; Fine Arts; Focus Groups; Foreign Countries; Higher Education; History Instruction; *Organizational Development; Physics; Second Language Instruction; Student Adjustment; *Student Experience; Tutorial Programs
IDENTIFIERS- Australia; *University of Melbourne (Australia)

In 1992, a study at the University of Melbourne (Australia) investigated the experiences of 1,108 freshman students in the schools of arts, economics, and commerce. Based on the results, areas for improvement in curriculum design and faculty development were identified. The three faculties were then invited to develop teaching and curriculum initiatives to improve the first-year curriculum of participating departments, provide faculty development opportunities for staff, and disseminate the project's work within the university. Nine departments were funded to give release time to 18 faculty members for group seminars and workshops; in most cases, one less experienced and one more experienced staff member from each department worked together. Emphasis was placed on innovative ideas and new pedagogical models. Focus group discussions were also conducted with students to explore the first-year experience. In May 1994, participants presented their work to department heads and deans at a seminar. In this report, the 1992 survey and results are described, summaries of the focus group work and departmental reports are provided, and case studies of biology, Chinese, and fine arts department projects are presented. (MSE)

ED 418 632 HE 031 161

Anderson, Don; Johnson, Richard; Milligan, Bruce
Performance-Based Funding of Universities. Commissioned Report No. 51.
PUB DATE- 96
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Faculty; *College Outcomes Assessment; Comparative Education; Educational Policy; Evaluation Criteria; Faculty Publishing; Foreign Countries; Higher Education; *Institutional Evaluation; National Surveys; *Productivity; Public Policy; Research; *Resource Allocation; Universities
IDENTIFIERS- *Australia; *Performance Based Funding; Performance Indicators

A government-commissioned study in Australia investigated the experiences of a number of countries with performance-based funding of universities and examined the potential for its application in Australian higher education. The study found various forms of performance-based funding in different countries (England, Scotland, Germany, Netherlands, Sweden, Denmark, United States, Chile), which used both teaching/learning outcomes and research productivity as performance measures. The Australian form of performance-based funding for distribution of substantial research funds was examined, and it was concluded that this approach could skew

PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Budgeting; College Outcomes Assessment; Data Collection; *Educational Finance; *Finance Reform; *Government School Relationship; *Higher Education; National Surveys; Policy Formation; Resource Allocation; *State Aid; Strategic Planning
IDENTIFIERS- *Performance Indicators

This report describes a 1997 survey which examined performance funding in higher education and offers guidelines for states' and institutions' explorations of performance-based funding. Among highlights of the survey are: 32 states are planning or using performance measures in the state budget process; legislatively mandated initiatives are growing in number and scope; and most states report that it is too early to assess the impact of performance measures on institutional behavior. Advantages and areas of concern are also noted. Seven common processes in performance funding systems are identified: (1) determining the vision and overall purpose; (2) selecting goals and determining their relative weight; (3) adopting performance measures for institutional achievement of adopted goals; (4) collecting information about each measure; (5) allocating resources; (6) evaluating and adjusting the processes and goals; and (7) communicating performance results to various audiences. The report closes with 12 recommended principles in decisions about performance-based funding. These principles include: connecting performance funding with strategic planning, promoting collaboration, using existing data whenever possible, and using measures that reflect quality and customer focus rather than numeric counts. (An appendix compares the states on use of performance measures in the budgetary process.) (DB)

ED 418 653 HE 031 182

Talbot, Gilles L.
The Study of the First Semester Academic Experience of Champlain-St. Lawrence College Students.
PUB DATE- 98
NOTE- 92p.; Appendix 3, the "Motivated Learning Questionnaire" is not attached due to copyright restrictions.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *College Freshmen; College Students; Foreign Countries; Graduation; Higher Education; Self Evaluation (Individuals); Self Management; *Student Adjustment; *Student Experience; *Student Motivation; Study Skills
IDENTIFIERS- *Champlain Saint Lawrence College PQ

This study examined the academic experience of college freshmen during their first semester (Fall, 1997) at Champlain-St. Lawrence College (Quebec, Canada) a two-year college in the Quebec Cegep system. Students completed a motivational questionnaire before and after the semester. Analysis was aimed at examining reasons for the 42 percent graduation rate at the school. The study found that students wanted to attend Cegep, and Champlain-St Lawrence in particular, and had been admitted to the program of their choice. Although most Champlain-St. Lawrence students are French-speaking, this variable was not related to failure or dropping out. Although the persistence rate on individual courses was 89 percent, the major cause of

Grayson, J. Paul
Improving First Year Science Education in a Commuter University.
  Working Paper .
PUB DATE- 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Classroom Environment;
  *College Freshmen; Commuter Colleges; Educational Attitudes;
  *Educational Experience; Educational Improvement;
  Extracurricular Activities; Foreign Countries; Higher
  Education; Minority Groups; *Outcomes of Education;
  Satisfaction; *Science Education; *Student Attitudes; Teacher
  Student Relationship
IDENTIFIERS- Canada; *York University ON

This study examined the academic and social experiences of first-year science students at "Big U," a large multi-cultural and multi-racial commuter university located in a large Canadian city. A total of 498 incoming science students were surveyed in September, November, and February-March of the first year. Response rates for the surveys were 89 percent, 84 percent, and 68 percent, respectively. Data were also gathered through focus groups and administrative records. The study found that students who were satisfied with the quality of instruction, and students who felt that topics covered in classes were important to future career success, were more likely than others to score high on a number of desired outcome variables, such as increased intellectual development, science knowledge, and the likelihood that students would continue in science in their second year. The results also indicated an increased level of tolerance toward females, gays, and members of minority groups, along with an increased preference for learning on one's own. Overall, experiences in the classroom rather than out-of-class contacts with faculty were particularly important in explanations of desirable outcomes. As a result, it is argued that improvements in curriculum and teaching would have significant positive effects on both students and the institution. (Contains 32 references.) (MDM)

ED 418 673   HE 031 202

Grayson, J. Paul
The Experience of Female and Minority Students in First Year
  Science.
PUB DATE- 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Freshmen; Commuter Colleges; Educational
  Attitudes; *Educational Experience; Extracurricular Activities;
  Females; Foreign Countries; Grade Point Average; Higher
  Education; *Minority Groups; *Racial Differences; Satisfaction;
  Science Education; Self Esteem; *Sex Differences; *Student
  Attitudes; Teacher Student Relationship
IDENTIFIERS- *York University ON

This study examined the academic and social experiences of first-year female and visible minority group science students at "Big U," a large multi-racial and multi-cultural commuter university, located in a central Canadian city. In 1992, a total of 498 incoming science students were surveyed in September, November, and February-March of the first year. Response rates for the surveys were 89 percent, 84 percent, and

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Literacy; *Educational Attainment; *Educational Needs; Educational Status Comparison; Foreign Countries; *Functional Literacy; *Literacy Education; *Middle Aged Adults; *Older Adults; Student Educational Objectives
IDENTIFIERS- *Netherlands

As part of the International Adult Literacy Survey, the literacy levels of older adults in the Netherlands were investigated. A sample of 918 adults aged 50-75 was tested on prose, document, and quantitative scales; 40 older adults were interviewed to determine in what contexts they experience literacy problems and what kinds of coping strategies they use. The study found that most adults over age 50 score significantly lower on all scales than do adults under 50. Only on the quantitative scale do scores decrease less with age. Nearly 60 percent of the older adults have scores at level 1 or 2, the more problematic levels of literacy skills. The differences between the two groups can be linked to a large extent to the differences in level of education, but analysis of covariance revealed that there are also age-related factors influencing the literacy abilities of older people. The older adults were careful to avoid situations that would challenge their literacy skills. Many were willing to ask others, especially their children, for help with instructions, manuals, and forms. The older adults were not interested in learning unless it had practical applications, but if such adult education programs could be devised, they might be effective in enhancing their literacy skills. (KC)

ED 418 216 CE 075 190

Frost, Sally Joy
Integrating Industry Resources and Community Development: A Vision for the Future.
PUB DATE- 96
NOTE- 9p.; Paper presented at the World Conference on Literacy (Philadelphia, PA, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Community Development; Corporate Education; Developing Nations; Foreign Countries; *Literacy Education; Outcomes of Education; Program Effectiveness; Program Implementation; *Workplace Literacy
IDENTIFIERS- *South Africa

The Adult Basic Education Program at Umgeni Water, a water authority in South Africa, is a workplace literacy program that seeks to impart skills within the workplace that can be used in community development, benefitting both the business and community involved. From a pilot project in 1989, the adult education program at Umgeni Water has grown into a holistic development program targeted at the 540 employees assessed to be below a level of functional literacy (42 percent of the work force). At present, 342 learners are in the program, organized into 21 classes at 11 sites. Learners attend classes for 4 hours per week during work time. The program is run by a team of six facilitators experienced in adult education. In 3 years, the program has increased the functional literacy rate among the target group by 12 percent. The program takes a consultative approach, encouraging input from all stakeholders. Learning is experiential and relevant to the life experiences aggregate and sector expenditures. Three brief commentaries represent an initial response from key organizations in the community sector, labor movement, and business to the seven papers. An executive summary is attached. (YLB)

ED 418 234 CE 076 123

Identification, Validation and Accreditation of Prior and Informal Learning. United Kingdom Report. National Report. CEDEFOP Panorama.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Education; Adult Learning; Adult Students; Educational Practices; Educational Trends; Equivalency Tests; *Evaluation Methods; Experiential Learning; Foreign Countries; Higher Education; Literature Reviews; *Nonformal Education; *Prior Learning; *Student Certification; *Student Evaluation; Trend Analysis; *Vocational Education
IDENTIFIERS- National Record of Achievement (United Kingdom); National Vocational Qualifications (England); Scottish Vocational Qualifications; *United Kingdom

Current practice in accreditation of prior and informal learning in the United Kingdom was examined through a review of literature on how the accreditation of prior and informal learning is being used to gain access to higher education or toward certification of a National Vocational Qualification (NVQ) or Scottish Vocational Qualification (SVQ). Special attention was paid to the following: use of assessment of prior learning (APL) in unpaid work; views of United Kingdom organizations on APL; the National Record of Achievement; access and higher education; success of APL and assessment of prior experiential learning (APEL) in higher education; and success of APL in NVQs and SVQs. It was discovered that accrediting and awarding bodies for NVQs and SVQs are increasingly encouraging assessors to acknowledge evidence of prior learning and achievement as part of the overall package of evidence that a candidate may bring to the assessment of NVQs and SVQs. With higher education, APL appears more accepted than APEL, with many institutions having a more straightforward process for awarding credit for certificated learning than for experiential learning and with many institutions having different fee structures for APL and APEL. Many institutions are taking a fresh look at both APL and APEL. (Contains 17 references.) (MN)

ED 418 235 CE 076 124

Borghans, Lex; Hughes, Gerard; Smits, Wendy
The Occupational Structure of Further and Higher Education in Ireland and the Netherlands. CEDEOP Document.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Curriculum Design; *Education Work Relationship; Employment Qualifications; Foreign Countries; *Higher Education; *Postsecondary Education; *Vocational Education
IDENTIFIERS- *Ireland; *Netherlands; Occupational Structure

materials, and 18 Internet sites; (3) a list of basic scientific principles; and (4) selected Ohio Science Proficiency Outcomes for sixth-, ninth- and twelfth-grades.. (KC)

ED 418 253 CE 076 161

Wagner, Judith O., Comp.
ERIC User Services Manual. Revised Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 608p.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Databases; Information Centers; *Information Management; *Information Networks; *Information Seeking; *Information Services; *Information Skills; Online Systems; *User Needs (Information)
IDENTIFIERS- *ERIC; ERIC Clearinghouses

This manual explains how the user services functions, usually performed by a User Services Coordinator, can be conducted in the 16 ERIC (Educational Resources Information Center) Clearinghouses and the various adjunct ERIC Clearinghouses. It provides guidelines, suggestions, and examples of how ERIC components currently perform the user services function. The manual is organized in nine sections that cover the following topics: (1) what user services are; (2) who provides user services; (3) how user services are provided; (4) recordkeeping; (5) outreach; (6) ERIC Partners; (7) skills needed for user services; (8) staff development; and (9) how to conduct an ERIC workshop for searchers and librarians. The guide also contains a glossary defining 16 terms and 11 appendixes that include the following: ERIC System publications; search materials; financial aid packet; workshops and conference materials; statistics and forms; evaluation forms; transparencies; clearinghouse manuals; resources; user services and the World Wide Web; websites and listservs; and brochures. (KC)

ED 418 254 CE 076 162

Zinser, Richard W.
Careers in Plastics: A Guide to Establishing a School-to-Work Program in Michigan.
SPONS. AGENCY- Michigan State Jobs Commission, Lansing.
PUB DATE- 97
NOTE- 514p.; Developed by the Michigan Plastics Industry Roundtable.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; *Education Work Relationship; *Educational Resources; Integrated Curriculum; Learning Activities; *Occupational Information; *Plastics; Postsecondary Education; Program Implementation; *School Business

ED 418 273 CE 076 199

Becker, Franklin; Quinn, Kristen L.; Rappaport, Andrew J.; Sims, William R.
Implementing Innovative Workplaces: Organizational Implications of Different Strategies. Workscape 21: The Ecology of New Ways of Working.
PUB DATE- 94
NOTE- 373p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Developed Nations; Employee Attitudes; Foreign Countries; *Innovation; *Job Performance; *Job Satisfaction; *Organizational Change; Program Costs; Program Descriptions; Program Effectiveness; *Program Implementation; Work Attitudes
IDENTIFIERS- Finland; Japan; Sweden; United Kingdom

This document reports a study that examined implementation processes for new workplace practices--nonterritorial offices--in five international organizations in four countries. The organizations are IBM and Ernst & Young in the United Kingdom; Digital Equipment's Natural Office in Sweden; SOL Cleaning Company headquarters in Finland; and Shimizu Institute of Technology in Japan. Part I compares the "success" of the projects according to whether cost- or business-driven, solution- or process-oriented, and strategic- or independent-initiative strategies were applied. Project success is measured across such factors as user satisfaction, work effectiveness, project duration, project acceptance, and implementation cost. Findings are discussed for such other factors as project innovativeness and organizational learning. Part II describes in detail the findings from each organization. For each company and site studied are a brief description of the innovation occurring at the organization; a summary of the implementation process across time for all sites examined; an analysis of user satisfaction and work effectiveness using the combined data collection techniques; a comparison of the implementation processes across all sites and the subsequent changes in employee satisfaction and work effectiveness; and lessons learned and conclusion sections discussing research findings. Appendixes include descriptions of three sites, instruments, and 30 references. A separately published "Summary Report" is appended. (YLB)

ED 418 274 CE 076 200

Becker, Franklin; Quinn, Kristen L.; Callentine, Livit U.
The Ecology of the Mobile Worker. Workscape 21: The Ecology of New Ways of Working.
PUB DATE- 95
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Collegiality; Family Characteristics; Family Life; *Interpersonal Relationship; *Job Performance; *Job Satisfaction; *Mobility; Organizational Change; Organizational Communication; Organizational Development; Peer Relationship; Professional Isolation; Self Evaluation (Individuals); Socialization; Work Environment
IDENTIFIERS- *Home Offices; Mobile Workplaces

A study addressed the impact of household composition--preschool,

ED 418 292 CE 076 227

Isbell, Kellie; Trutko, John W.; Barnow, Burt S.; Nightengale, Demetra; Pindus, Nancy
Involving Employers in Training: Case Studies. Research and Evaluation Report Series 97-J.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 97
NOTE- 159p.; For related documents, see CE 076 226-228. Document contains some filled-in type.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Basic Skills; Education Work Relationship; *Educational Needs; Entry Workers; *Inplant Programs; *Job Skills; Models; *On the Job Training; *Productivity; Skill Development
IDENTIFIERS- *Job Training Partnership Act 1982

This document contains in-depth descriptions and assessments of 17 exemplary employer-based training (EBT) programs that were studied as part of an examination of EBT programs. The case studies are based on site visits to each firm, during which interviews were conducted with company management, supervisors of workers in training, individuals providing instruction, and workers receiving training. The case study summaries describe specific aspects of each EBT program, including what kind of training is offered, the training curriculum, the cost of the training, and the outcomes of training. The case studies are organized into two sections: The first section focuses on companies that partnered with Job Training Partnership Act (JTPA) funding to providing training for new workers, and the second section focuses on companies that do not partner with JTPA and provided privately financed training for incumbent workers. The following companies are included in the case studies: C.B. Baird (Milwaukee, WI); Harrington Hospital (Southbridge, MA); NeighborCare Pharmacies (Baltimore, MD); Pacific NW Federal Credit Union (Portland, OR); Pep Boys Corporation (Los Angeles, CA); Solectron (San Jose, CA); TempsPlus/Staffing Solutions (Cleveland, OH); Wisconsin Electrical Power Company (Milwaukee, WI); Yuma Elementary School District (Yuma, AZ); The Boeing Company (Seattle, WA); Elgar Corporation (San Diego, CA); Financial Partners (Springfield, MA); Goodwin Home Retirement Community (Falls Church, VA); GR Spring and Stamping (Grand Rapids, MI); Lucas Aerospace (Jamestown, ND); TMI Systems Design Corporation (Dickinson, ND); and Unisys (Bismarck, ND). (KC)

ED 418 293 CE 076 228

Pindus, Nancy; Isbell, Kellie
Involving Employers in Training: Literature Review. Research and Evaluation Report Series 97-K.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 97
NOTE- 45p.; For related documents, see CE 076 226-227.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; Basic Skills; *Education Work Relationship; *Educational Needs; Entry Workers; *Inplant Programs; *Job Skills; *On the Job Training; *Productivity; Skill Development

page chart detailing the current status of voluntary skill standards initiatives in Ohio. Appended are key dates in the evolution of industry-based voluntary skill standards and the story of how Norton Manufacturing Company became the first U.S. company to implement national metalworking skills standards. Contains the addresses of 17 contact agencies and 4 references. (MN)

ED 418 312 CE 076 270

O'Neil, Harold F., Jr., Ed.
Workforce Readiness: Competencies and Assessment.
PUB DATE- 97
NOTE- 467p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Basic Skills; College Graduates; *Competence; Competency Based Education; Computer Uses in Education; Criterion Referenced Tests; *Education Work Relationship; Educational Needs; *Employment Potential; *Employment Qualifications; Entry Workers; *Evaluation Methods; Higher Education; Interpersonal Competence; Job Analysis; National Surveys; Performance Based Assessment; Portfolio Assessment; Secondary Education; Simulation; *Student Evaluation; Systems Approach; Teamwork; Test Construction; Validity
IDENTIFIERS- Maryland; Secretarys Comm on Achieving Necessary Skills; Work Keys (ACT)

This book, which is intended for professionals in the assessment/evaluation/measurement, vocational and technical education, and educational psychology communities, contains 16 papers examining specifications of work force competencies and assessment of competencies. The following papers are included: "Review of Workforce Readiness Theoretical Frameworks" (Harold F. O'Neil, Jr., Keith Allred, Eva L. Baker); "Changes in the Nature of Work: Implications for Skills and Assessment" (Thomas Bailey); "Skills for Success in Maryland: Beyond Workplace Readiness" (Katherine M. Oliver et al.); "Validation of SCANS (Secretary's Commission on Achieving Necessary Skills) Competencies by a National Job Analysis Study" (Beverly E. Nash, Robert C. Korte); "Workforce Competencies of College Graduates" (Kenneth E. Sinclair); "Workforce Competencies of Teachers" (Ken J. Eltis); "Teamwork Competencies: The Interaction of Team Member Knowledge, Skills, and Attitudes" (Janis A. Cannon-Bowers, Eduardo Salas); "Design of Teacher-Scored Measures for Workforce Readiness Competencies" (Harold F. O'Neil, Jr., Keith Allred, Eva L. Baker); "Use of Computer Simulation for Assessing the Interpersonal Skill of Negotiation" (Harold F. O'Neil, Jr., Keith Allred, Robert A. Dennis); "Validation of a Computer Simulation for Assessment of Interpersonal Skills" (Harold F. O'Neil, Jr., Keith Allred, Robert A. Dennis); "Assessing Foundation Skills for Work" (Thomas G. Sticht); "Assessing Employability Skills: The Work Keys System" (Joyce R. McLarty, Timothy R. Vansickle); "A Comprehensive Performance-Based System to Address Work Readiness" (Stanley N. Rabinowitz); "Workplace Readiness Portfolios" (Jonathan Troper, Catherine Smith); "Assessing Teamwork Skills for Workforce Readiness" (Phyllis T.H. Grummon); and "Use of Networked Simulations as a Context to Measure Team Competencies" (Harold F. O'Neil, Jr., Gregory K. W. K. Chung, Richard S. Brown). (MN)

ED 418 313 CE 076 271

1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Case Studies; *Competency Based Education; Delivery Systems; Distance Education; *Education Work Relationship; Educational Technology; Employment Qualifications; Flexible Progression; Foreign Countries; Lifelong Learning; Models; Open Universities; Organizational Development; Partnerships in Education; Postsecondary Education; *School Business Relationship; *Training Methods; Training Objectives; Trend Analysis; *Work Environment; Work Experience Programs
IDENTIFIERS- Australia; *Learning Organizations; United Kingdom

The implications of the capability learning model for learning in the workplace were examined in a roundtable discussion of two complementary projects: a study of the ideas and models associated with a range of approaches to workplace training and education in Australia and the United Kingdom and a study conducted to document capable organizations in Australia. The workplace learning study focused on the following models of workplace training in the United Kingdom: open learning/distance education, university and work-based models, training enterprise council programs, and technology-supported programs. The second study examined the relationship between the ideas of capability and the learning organization through case studies of 10 organizations. The following were among the factors identified in the first study as being critical for effective work-based learning: respect for learners; commitment to lifelong learning; belief in the value of learning in a range of settings; partnerships; flexible delivery; structural functionalism; negotiated learning; learning contracts; technology; and external funding and grants. The second study demonstrated that the capability model, which emphasizes "mindful" understanding, adaptability, and flexibility and extension of individuals and organizations, emphasizes the need for explicit in-depth learning but also clearly lends itself to work-based models. (Contains 33 references.) (MN)

ED 418 331 CE 076 314

Morris, Deborah R.; Gredler, Margaret E.; Schwartz, Linda S.
The Role of Self-Regulated Learning in an Industrial Training Environment.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Adult Education; *Adult Learning; Adult Students; Educational Attitudes; *Independent Study; *Industrial Training; Influences; Learning Processes; Multiple Regression Analysis; *Nuclear Power Plant Technicians; *Self Efficacy; Student Attitudes; Student Characteristics; Student Surveys; *Trainees
IDENTIFIERS- *Self Regulated Learning

A sample of 72 nuclear power plant operators in requalification training at a southeastern nuclear power facility was studied to investigate the role of trainees' perceptions of their self-regulatory activities in explaining achievement in an

DESCRIPTORS- *Cognitive Development; Demonstration Programs; *Dropout Prevention; Elementary Secondary Education; Experimental Teaching; Foreign Countries; High Risk Students; Information Skills; *Junior High School Students; *Learning Strategies; *Potential Dropouts; Program Descriptions; *Teaching Methods
IDENTIFIERS- Canada

Although workplace requirements are mandating that employees possess higher-order skills, an alarming proportion of young Canadians are dropping out of secondary school before acquiring the skills they need to survive in a super-symbolic economy. Dropout prevention programs can curtail these trends and the effectiveness of one such program, the Cognitive Based Instructional System (CBIS), is described in this document. Quantitative and qualitative results of the program are discussed. Teachers can successfully provide cognitive augmentation and transfer training to individual students and can infuse it into the classroom context; however, they should have a reduced workload. Follow-up studies of students indicated reduced dropout rates and improved school performance. CBIS is an important "learning how to learn" strategy that empowers at-risk students to cope with information processing demands. Conditions for the successful implementation of CBIS program are reviewed and 20 recommendations for future implementation are made. Appendices included are: (a) Summary Tables for statistical Analysis; (b) CBIS Debriefing Questionnaires; and (c) Sustainability of CBIS. (EMK)

ED 418 349 CG 028 368

Etaugh, Claire; Cohen, Joseph; Hill, Myra
Day Care and Maternal Employment in 1990's Introductory Psychology Textbooks.
PUB DATE- 97
NOTE- 7p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Day Care; Early Childhood Education; Employed Parents; *Family Work Relationship; Higher Education; *Mothers; *Psychology; *Textbook Content

One of the most striking societal changes in recent years is the increasing participation of mothers in the labor force. Since college-educated mothers are especially likely to work, a potentially important source of information about the effects of maternal employment is the introductory psychology course. To study the features of mothers in the work place, 28 introductory psychology texts, published from 1992-1997, were analyzed for inclusion and treatment of the effects of day care and maternal employment on children. Two-thirds of the books mentioned these topics, compared with only half of textbooks published from 1981 to 1990. Although texts published from 1992 to 1997 devoted more attention to these topics than did earlier books, coverage still remained limited. Only nine references were cited by four or more texts. The latter texts were less likely than earlier ones to express positive news about day care and maternal employment and were more likely to present evenly balanced views. More recent texts focused less on whether day care/maternal employment is "good" or "bad," and more on the variables that mediate the effects of maternal awareness of their own feelings, attitudes, and behaviors associated with levels of prejudice. Since these prejudices can influence counselors' belief systems, counselors must examine prejudices in-depth. Counselors have a responsibility to learn more about which groups receive the most prejudice and oppression in our society and that they should acknowledge members of those groups. By resolving to be role models and leaders, by helping clients, students, and colleagues learn more about prejudice, and by facilitating subsequent constructive change through integration and understanding of the dynamics of prejudice into all aspects of professional and personal realms, counselors can develop the necessary courage to more authentically examine their own behaviors and attitudes and to change on all levels once new information is learned. (MKA)

ED 418 370 CG 028 407

Greenhalgh, Claire
Young People: Fit for Life? St. Catharine's Conference (Windsor, England, United Kingdom, October 1996). Conference Report No. 55.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *At Risk Persons; *Child Health; Children; Criticism; Elementary Secondary Education; Foreign Countries; Mass Media Role; Motivation; Physical Activities; Physical Education; *Physical Fitness; Self Esteem

In recent years, there has been increasing interest within the media and in government about young people who are spending more time in front of the television or computer than in physical activities. A 1996 conference examined these issues and addressed concerns that young people's lack of activity has a detrimental effect upon their health and long-term physical and psychological development. The conference examined some of the factors that contribute to this lack of activity among young people and actions that could be taken to improve the situation. It was suggested that the media's influence might be challenged and alternative, less sedentary lifestyles encouraged. Similarly, concern was expressed over the reduction in time allotted to physical education at all levels of schooling and the way in which traditional team sports have begun to take precedence over other types of physical activity that are of no less value and are often more enjoyable. It was concluded that a conscious effort to change attitudes and to encourage the fun side of physical activity might constitute a more effective approach. (MKA)

ED 418 371 CG 028 408

Greenhalgh, Claire
Drugs and Young People: Turning the Tide. St. Catharine's Conference (Windsor, England, United Kingdom, June 1997). Conference Report No. 59.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)

implementing First Steps in the 1996-97 academic year; four schools were selected for case studies. Data were collected by surveys, focus groups, interviews, and observations. Data to date indicate that several professional development indicators appear to be present in the First Steps professional development model as implemented in Southtown. Moving into the second year, data indicate that First Steps personnel are rethinking their role and identifying new ways in which they can most effectively support teachers. (Contains 12 references.) (NKA)

ED 418 388   CS 013 163

Weaver, Constance, Ed.
Reconsidering a Balanced Approach to Reading.
PUB DATE- 98
NOTE- 538p.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Dyslexia; Elementary Education; Integrated Activities; *Literacy; Phonics; *Reading Instruction; Reading Research; *Reading Strategies; *Student Needs; Whole Language Approach
IDENTIFIERS- *Balanced Reading Instruction; California; Language across the Curriculum; Phonemic Awareness; Phonological Awareness

This collection reflects the stance that a truly balanced approach to reading instruction will focus not only on reading but on literacy; integrate language and literacy across disciplines; attend to reading, writing, and other skills and strategies in context; and reflect a coherent integration of as broad a research base as possible. Following a foreword by Diane Stephens, an introduction, an article on reading and literacy, and a note on terms (phonics and whole language), articles in the collection and their authors are, as follows: (1) "Toward a Balanced Approach to Reading" (Constance Weaver); (2) "Learning about Literacy: A 30-Year Journey" (P. David Pearson and Diane Stephens); (3) "To Err Is Human: Learning about Language Processes by Analyzing Miscues" (Yetta M. Goodman and Kenneth S. Goodwin); (4) "Considering the Research on Phonological Awareness and Phonics" (Constance Weaver); (5) "Reconceptualizing Phonics Instruction" (Margaret Moustafa); (6) "Orthographic Analogy Training with Kindergarten Children: Effects on Analogy Use, Phonemic Segmentation, and Letter-Sound Knowledge" (Margareth E. Peterson and Leonard P. Haines); (7) "A Comparison of Children's Development of Alphabetic Knowledge in a Skills-Based and a Whole Language Classroom" (Ellen McIntyre and Penny A. Freppon); (8) "Phonological Awareness Training of Kindergarten Children: Three Treatments and Their Effects" (Linda R. Ayres); (9) "Literacy Learning in a Whole Language Classroom: Reading Concepts and Reading Strategies First Graders Know and Use" (Penny A. Freppon and Ellen McIntyre); (10) "A Comparison of Innercity Children's Interpretations of Reading and Writing Instruction in the Early Grades in Skills-Based and Whole Language Classrooms" (Karin L. Dahl and Penny A. Freppon); (11) "Experimental Research: On Phonemic Awareness and on Whole Language" (Constance Weaver); (12) "Using 'Real' Books: Research Findings on Literature Based Reading Instruction" (Michael O. Tunnell and James S. Jacobs); (13) "Successful Dyslexics: A Constructivist Study of Passionate Interest Reading" (Rosalie Fink); (14) "The Case for Late Intervention: Once a Good Reader, Always a Good Reader"

ED 418 409 CS 216 277

Kramer, Barbara
Amy Tan, Author of "The Joy Luck Club." (People to Know).
PUB DATE- 96
NOTE- 114p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Authors; *Biographies; Childrens Literature; Chinese Americans; *Cultural Context; Family Characteristics; *Females; Fiction; *Individual Development; *Literature Appreciation; Professional Development; Secondary Education
IDENTIFIERS- *Tan (Amy); Women in Literature

This book, aimed at the young reader, explores the life and career of the Chinese-American author, Amy Tan. It follows her childhood in Oakland, California, through her struggle to accept her Chinese heritage, through her education and marriage to a non-Chinese man, to her early work as a business writer, and finally to her great success as a writer of novels and other fiction such as children's books. The book includes chapter notes and provides a chronology of important events in Amy Tan's life, both personal and professional. It concludes with a list of books for further reading about Amy Tan. (NKA)

ED 418 410 CS 216 278

Lisandrelli, Elaine Silvinski
Maya Angelou: More Than a Poet. African-American Biographies.
PUB DATE- 96
NOTE- 130p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Adolescent Literature; *Authors; Biographies; Black Culture; Blacks; *Civil Rights; *Cultural Context; *Females; *Individual Development; Literature Appreciation; Professional Development; Secondary Education
IDENTIFIERS- African Americans; *Angelou (Maya); Black Writers; Women in Literature

This book explores the life of Maya Angelou, the author the autobiographical "I Know Why the Caged Bird Sings." The book details her life from the beginning in Stamps, Arkansas, and relates how she has overcome many obstacles throughout her life to become the successful, educated woman she is today--author, political activist, actress, and singer. The book is geared to the young reader and contains a chronology of the milestones in the author's life, as well as the dates when her most important works were published. Chapter notes are included and a list of books for further reading is attached. (NKA)

ED 418 411 CS 216 279

Delbanco, Andrew
Required Reading: Why Our American Classics Matter Now.
PUB DATE- 97
NOTE- 237p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)

PUB DATE- 97
NOTE- 270p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Autobiographies; Higher Education; Life Events; Reminiscence; *Writing Assignments; *Writing for Publication; *Writing Strategies
IDENTIFIERS- Life Transitions; *Lifewriting; *Writing Topics

Intended to take the fear out of what looks like a daunting task--writing a life story--this guide helps individuals record the events of their lives for family and friends and adds to a collective history. The guide outlines a method of autobiographical writing that can be used by a class but also by an individual writing alone at home. It focuses on small, manageable assignments, so that memories can be preserved for children, grandchildren and others. The guide offers tips on: intriguing topics to write about, inspired by a relative, childhood toy, or favorite memento; foolproof tricks to jog the memory; ways to capture stories on paper without getting bogged down; easy ways to gather facts at the local library or historical society; excerpts from other writers; published biographies that will delight and motivate; and how to get published. A list of autobiographies for further reading concludes the guide. (NKA)

ED 418 433 CS 216 324

Hirshfield, Jane
Nine Gates: Entering the Mind of Poetry.
PUB DATE- 97
NOTE- 237p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Creative Writing; *Creativity; Expressive Language; *Language Role; Literary Criticism; Literary History; Oral Language; *Poetry; *Writing Strategies
IDENTIFIERS- Idea Generation; *Poetics

This book begins with a close examination of the roots of poetic craft and concludes by exploring the writer's role in creating a sense of community that is open, inclusive, and able to bind the individual and the whole in a way that allows each full self-expression. In between, the book illuminates the nature of originality, translation, the various strategies by which meaning enfolds itself in language, poetry's roots in oral memory, and the importance of the "shadow" to good art. Delving into the nature of poetry, the book discusses the nature of the human mind, perception, and experience. It is about the underpinnings of poetic craft, but it is also about a way of being alive in the world--"alertly, musically, intelligently, passionately, permeably." The book is a primer for the general reader and a manual for the working writer, with each of the nine "gates" exploring particular strategies of language and thought that allow a poem to convey meaning and emotion with clarity and force. (NKA)

ED 418 434 CS 216 325

Mathison, Sandra; Freeman, Melissa

DESCRIPTORS- *Academic Achievement; Attribution Theory; Communication Research; Comparative Analysis; Higher Education; *Self Esteem; *Sex Differences; *Undergraduate Students

A study examined whether there were differences in the ways that undergraduate college students viewed their academic performance. Relationships between sex of student, motivation, self esteem, achievement, and attributional pattern utilized were examined. Subjects (132 female, 104 male) were chosen on a voluntary basis; most were enrolled in a required introductory communication course which draws widely from the university population. Students were given class time to complete a questionnaire and received extra credit. Data were collected from a series of questionnaires. The first two hypotheses addressed the relationship between locus of causality and levels of self esteem. Neither hypothesis was supported. The third hypothesis posited that a subject's level of motivation would be affected by the perceived stability of his/her performance. This hypothesis was supported. The fourth hypothesis examined the relationship between levels of self esteem and perceived controllability of performance outcomes. No support was found for this hypothesis. The fifth and sixth hypotheses examined the relationship between biological sex and locus of causality. The fifth hypothesis posited that females would attribute success externally and failure internally; the sixth hypothesis posited that males would attribute success internally and failure externally. No hypothesis was supported. (Contains 77 references.) (NKA)

ED 418 455 CS 509 823

Mitchell, Gordon

Pedagogical Possibilities for Argumentative Agency in Academic Debate.

PUB DATE- 98

NOTE- 29p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Debate; *Debate Format; Higher Education; *Instructional Innovation; *Social Action; Student Development; *Student Empowerment

IDENTIFIERS- Critical Pedagogy; Debate Coaches

Argumentation skills are frequently touted as archetypal tools of democratic empowerment, yet theorization of ways to use such tools to achieve concrete social change is rare. As a result, the emancipatory "telos" anchoring American academic policy debate tends to gallop ahead of practical efforts to build empowerment through the debate medium. After considering ways in which the traditional simulation-based contest round format in academic debate may reinforce such a dynamic, this essay explores an alternative vision of debate pedagogy oriented toward cultivation of argumentative agency. It is suggested that this sort of agency can be developed best when teachers and students of debate engage wider spheres of deliberation and learn from practical experience as actors in the public realm. (Includes 25 notes; contains 44 references.) (Author/NKA)

ED 418 456 CS 509 824

Reid, Loren

ED 418 475 EA 028 957

French, Robert, Ed.; Grey, Christopher, Ed.
Rethinking Management Education.
PUB DATE- 96
NOTE- 206p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Administrator Education; Classroom Environment; *Critical Theory; Discipline; *Educational Administration; *Educational Philosophy; Elementary Secondary Education; Learning Strategies; *Management Development; Professional Development

This book brings together the work of practitioners actively engaged in developing new approaches to management education, and their application. The 10 chapters are: Chapter 1, "Rethinking Management Education: An Introduction" (Christopher Grey and Robert French); chapter 2, "Can Management Education be Educational?" (Alan B. Thomjas and Peter D. Anthony); chapter 3, "Mapping the Intellectual Terrain of Management Education" (Jannis Kallinikos); chapter 4, "Management Education and the Limits of Technical Rationality: The Conditions and Consequences of Management Practice" (John Roberts); chapter 5, "Critical Theory and Management Education: Some Strategies for the Critical Classroom" (J. Michael Cavanaugh and Anshuman Prasad); chapter 6, "Is a Critical Pedagogy of Management Possible?" (Christopher Grey, David Knights and Hugh Willmott); chapter 7, "Experiential Management Education as the Practice of Change" (Russ Vince); chapter 8, "The MBA: The Potential fur Students to find their Voice in Babel" (Audrey Collin); chapter 9, "Plato on the Education of Managers" (Jonathan Gosling); and chapter 10, "Management Education as a Panoptic Cage" (Davis M. Boje). A name index and a subject index are included. (RJM)

ED 418 476 EA 028 958

Petrick, Joseph A.; Quinn, John F.
Management Ethics: Integrity at Work. Sage Series on Business Ethics.
PUB DATE- 97
NOTE- 399p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Studies; *Educational Administration; *Educational Philosophy; *Ethics; *Integrity; Leadership; Learning Strategies; *Management Development; Moral Values; Professional Development

This book tries to redefine what it means for a manager to function with integrity and competence in the private and public sectors domestically and globally. It integrates theoretical work in both descriptive and normative ethics and incorporates legal, communication, quality, and organizational theories into a conceptual framework designed to improve managerial judgment in the workplace. The book examines three dimensions of management integrity--judgment, process, and developmental integrity in part 1--and applies each of these to individual chapters devoted to ethical planning, organizing, leading, and controlling in part 2. The theories and tools are illustrated in 28 ethics minicases related to management function in seven allied management application clusters:

Justice Programs.
PUB DATE- 94
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Programs; Elementary Secondary Education; *Prevention; *Program Descriptions; School Security; *Violence; Youth Programs

Thousands of people around the United States have come up with creative programs that have curbed violence in their neighborhoods and communities. The programs consist of a broad spectrum of partners, audiences, and long- and short-term concerns, and they illustrate the kinds of violence that they are seeking to reduce or eliminate. The programs operate at local or state levels, either through existing organizations or through special groups dealing with the violence issue. Youth organizations, neighborhood groups, schools, police departments, health and social service agencies, recreation departments, housing authorities, and fraternal groups are just some of the places where programs have been started. The booklet is intended for those who have some experience in a community-based program that involves working directly with people. It does not prescribe specific solutions but rather it offers ideas to spur thinking about how to address local needs, suggests different kinds of action and partners, and explains some ways in which conducting a violence-prevention program may differ from running other community programs. (RJM)

ED 418 496 EA 028 998

McEwan, Elaine K.
Seven Steps to Effective Instructional Leadership.
PUB DATE- 98
NOTE- 192p.; Supersedes ED 370 941.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; Faculty Development; *Instructional Leadership; Leaders Guides; *Leadership; *Principals; School Administration; School Effectiveness; Teachers

This book presents seven steps for principals to improve their leadership skills. These seven steps have been tested by practitioners and validated by research. Chapter 1 sets forth the differences between leadership and instructional leadership and defines the critical attributes of the latter. Chapters 2 through 8 describe the seven steps in detail, offering practical suggestions about how actual principals put the steps into action in a variety of school settings. The steps are as follows: (1) "Establish and Implement Instructional Goals"; (2) "Be There for Your Staff"; (3) "Create a School Culture and Climate Conducive to Learning"; (4) "Communicate the Vision and Mission of Your School"; (5) "Set High Expectations for Your Staff"; (6) "Develop Teacher Leaders"; and (7) "Maintain Positive Attitudes toward Students, Staff, and Parents." Each chapter contains detailed behavioral indicators related to each step; these indicators should enable school leaders to perform self-evaluations and help them solicit feedback from teachers. Chapter 9 offers practical ways in which leaders can implement

*Student Characteristics; *Symptoms (Individual Disorders); Teacher Administrator Relationship; Therapy

This guide is intended to provide practical information for principals concerning students with attention deficit hyperactivity disorder (ADHD). Chapter 1 provides an overview of ADHD, describing the range of symptoms and answering commonly asked questions. Chapter 2 discusses the legalities of ADHD, including special education laws and the options available for providing services to students with ADHD. Chapter 3 is on evaluation of students for ADHD and provides more than 20 forms and checklists to guide the process. Chapter 4 points out possible treatment options, describes the most commonly prescribed medications, and evaluates alternative types of treatment. Chapter 5 focuses on ways to work effectively with classroom teachers by providing instructional strategies, interventions, and accommodations for use with students with ADHD. Chapter 6 offers suggestions for working with the parents of students with ADHD. Ten appendices provide a list of family biographies, a list of organizations and resources, a U.S. Department of Education policy statement, facts about Section 504 coverage of children with attention deficit disorders, a position statement of the Office of Civil Rights on ADHD, instructions for behavior observation, a list of strategies and techniques to enhance middle and high school classroom instruction for students with ADHD, a statement on parents' rights, suggestions for home interventions, and a sample school board policy regarding accommodation of individuals with disabilities. (A bibliography contains approximately 150 references.) (DB)

ED 418 517 EC 306 324

Early Childhood Special Education for Children with Disabilities, Ages Three through Five.
PUB DATE- 96
NOTE- 125p.; The three main sections have been separately analyzed, see EC 306 325-327.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancillary School Services; Delivery Systems; *Disabilities; *Early Childhood Education; Educational Facilities; *Educational Practices; Paraprofessional School Personnel; Personnel; Program Development; Program Evaluation; Pupil Personnel Services; *Special Education; Special Education Teachers; *State Standards; Student Evaluation; Transitional Programs
IDENTIFIERS- *North Dakota

Intended as a reference guide for early childhood special education personnel in North Dakota, this guide addresses required and recommended practices related to the delivery of services to children with disabilities, ages 3 through 5, and their families. The guide was developed by 50 specialists including parents and reflects all segments of the state service delivery system, guidelines from other states, and the position statements and recommendations of the Division for Early Childhood Education of the Council for Exceptional Children and the National Association for the Education of Young Children. Each of the three main sections is designed as an independent stand-alone chapter, dealing respectively with: (1) evaluation and assessment, (2) program planning, and (3) provide practice in word recognition and comprehension. (Contains 14 references.) (CR)

ED 418 534 EC 306 343

Dean, Geoff
Challenging the More Able Language User.
PUB DATE- 98
NOTE- 129p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ability Identification; Classroom Techniques; Developmental Stages; Elementary Secondary Education; Enrichment Activities; Foreign Countries; *Gifted; *Language Skills; *Reading Instruction; *Talent; *Writing Instruction
IDENTIFIERS- *Differentiated Curriculum (Gifted)

This British book is designed to help teachers recognize, challenge, and support children who show advanced skills in reading and writing. Individual chapters include: (1) "The Problem," which discusses the failure of schools to identify pupils who are more able users of language and to develop the pupils' potential in primary and secondary schools; (2) "Identifying More Able Language Users," which describes characteristics of advanced children; (3) "What the School Can Do: Preparation, Policy and Parents," which addresses differentiation and extra-curricular provisions for advanced children; (4) "What the School Can Do: A View of Language Learning," which discusses language growth and development in school planning; (5) "How To Challenge and Improve the Reading of More Able Readers," which provides suggestions for challenging and supporting more able readers; (6) "How To Challenge and Improve the Writing of More Able Writers," which discusses the writing process, different types of texts, and developmental stages of writing; and (7) "More Able Language Users Learning from Texts other than Books," which contains examples of other forms of text that will extend the understanding of pupils and allow them to use their skills in related but wider contexts. An appendix includes reading lists. (Contains 44 references.) (CR)

ED 418 535 EC 306 344

Silverman, Linda Kreger
Effective Techniques for Teaching Highly Gifted Visual-Spatial Learners.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Cognitive Style; *Educational Strategies; Elementary Secondary Education; Experiential Learning; *Gifted; Problem Solving; *Spatial Ability; *Student Characteristics; Teaching Methods; *Visual Learning; *Visualization

This paper discusses the differences between spatial and sequential learning, characteristics of individuals who exhibit

Kim, Dong-il
Specification of Growth Model and Inter-individual Differences for Students with Severe Reading Difficulties: A Case of CBM.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (Minneapolis, MN, April 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Curriculum Based Assessment; Developmental Stages; *Disability Identification; Elementary Education; Foreign Countries; *Learning Disabilities; Longitudinal Studies; *Oral Reading; *Reading Diagnosis; *Reading Difficulties; Student Characteristics; Student Evaluation; Test Reliability; Test Validity; Trend Analysis

This paper reports on the findings of a longitudinal study that investigated the trends in reading growth for 49 elementary students with severe reading difficulties. The students received special education services in a large Midwestern city in which curriculum-based measurement (CBM) procedures were implemented fully. The study began when the children were in second grade and evaluated their performance on a standard oral reading passage for 4 years. A polynomial regression analysis was conducted to investigate the characteristics of the longitudinal growth pattern and the similarities between longitudinal and cross-sectional growth patterns. The presence of heterogeneous reading trends was examined by multi-level analysis using structural equation modeling. Results indicated that the linear growth pattern from the longitudinal data set was similar to the growth patterns derived from the four cross-sectional data sets. Then, under the presence of heterogeneity and auto-correlation in measurement error, the inter-individual differences in the rate of change were found. The findings confirm the feasibility of using the standard oral task to measure reading proficiency and of identifying children with severe reading problems beginning in relatively early grade levels. (Contains 26 references.) (Author/CR)

ED 418 554 EC 306 363

Kim, Dong-il; Hwang, Mae-hyang; Lim, Ji-hyun; Lim, Hyo-jin; Kim, Kwang-seon
Assessing Reading Performance with Curriculum-Based Reading Inventories: The Case of Korea.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (Minneapolis, MN, April 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Based Assessment; *Disability Identification; Elementary Education; Evaluation Methods; Foreign Countries; *Learning Disabilities; *Oral Reading; *Reading Diagnosis; *Reading Difficulties; Reading Tests; Special Education; Special Education Teachers; Student Evaluation; Test Reliability; Test Validity
IDENTIFIERS- *South Korea

This paper reports the findings of a study that explored the validity of curriculum-based measures of reading in order to develop a valid and practical instrument for regular education teachers as well as special education teachers in Korea.

during the school year and difficulty in securing bids. Repair costs exceeded estimates and reasons for this are provided. The average cost per square foot was about $20 with costs at individual schools ranging from about $4 to $77. Tables throughout the report summarize the work performed, cost per square foot, and other information for the roof work. Five appendixes offer further information on key dates related to fiscal year 1997 roof repairs, a typical District of Columbia school with multiple roof areas, comments from the General Services Administration, and other information. (Includes a glossary of technical terms.) (RJM)

ED 418 571 EF 005 027

Bittle, Edgar H., Ed.
Planning and Financing School Improvement and Construction Projects. NOLPE Monograph Series No. 57.
PUB DATE- 96
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Bond Issues; Construction Costs; *Construction Programs; *Educational Facilities Improvement; *Educational Finance; Elementary Secondary Education; *Facility Planning; Federal Legislation; Legal Responsibility; Planning; *School Buildings

Suggestions and guidelines to help school administrators, business officials, board members, and others interested in improving school facilities are presented in this book. Chapter 1, "School Building Programs, Equipment Acquisition: The Anatomy of School Debt Financing" (Edgar H. Bittle), provides an overview of the legal and planning issues that school boards face. Chapter 2, "Planning and Constructing School Facilities" (Arlis Swartzendurber), provides practical insights from a school administrator for planning and implementing capital improvement projects. Chapter 3, Typical Problems in School Building Programs, An Architect's Perspective (L. Bradford Perkins), offers an experienced architect's insights concerning the planning process. Financial concerns that school districts face in planning a capital improvement project are detailed in Chapter 4, "Development and Implementation of the Financing Plan" (Jeanne Frederick Vanda, Christopher M. Gibbons). Chapter 5, "Accessibility of a Public Entity's Facilities under the Americans with Disabilities Act," (Janet Little Horton, Christopher B. Gilbert), outlines the considerations for complying with the Americans with Disability Act in building or renovating a building. Chapter 6, "Fundamentals of Competitive Building" (Edgar H. Bittle, Elizabeth A. Grob), is an overview on how to conduct competitive bidding including the requirements of public sector bidding. The last two chapters, "A Federal Tax Law Primer for School Finance Officials" (Michael K. Reppe) and "A Federal Securities Law Primer for School Finance Officials" (Dennis L. Holsapple, Jeffrey S. Ballard), present a detailed summary of the federal tax and securities laws, which govern the marketing of securities for financing capital improvement projects. (Includes an index.) (RJM)

ED 418 572 EF 005 028

McCall, H. Carl
School Facilities: Condition, Problems and Solutions.

presented in both English and Irish. The survey forms are appended. Contains 296 references. (MSE)

ED 418 591 FL 025 162

Supporting Linguistic and Cultural Diversity through First Steps. The Highgate Project. First Steps.
PUB DATE- 94
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Classroom Techniques; Cultural Pluralism; Curriculum Guides; *Diversity (Student); Elementary Education; *English (Second Language); Foreign Countries; *Literacy Education; Oral Language; Program Descriptions; Second Language Instruction; Second Language Learning; Spelling Instruction; Writing Instruction
IDENTIFIERS- Australia; *Australia (Western Australia)

This report details the First Steps Developmental Continua project in a West Australian primary school with a highly culturally diverse student population to (1) ascertain whether recently-established early childhood education developmental guidelines and the corresponding curriculum are useful to map the development of English-as-a-Second-Language (ESL) learners, (2) identify criteria that may be inappropriate or require modification, (3) examine the effectiveness of the learning and teaching strategies suggested in each phase of the curriculum, and (4) make recommendations for modifications to the guidelines, criteria, and teaching strategies. The project involved 18 classes; 10 were part of an intensive language center and 8 were mainstream classes. The first section of the report gives an overview of the project and its methodology. The second describes the use of the guidelines to map writing and spelling development, and includes two case studies. The third section discusses issues in the support of linguistic and cultural diversity in the classroom, and the fourth section focuses on supporting language and literacy development in ESL learners. The final section contains a preliminary report of findings. Forms used for recording data in the study are appended. (MSE)

ED 418 592 FL 025 163

Lee, James F.; VanPatten, Bill
Making Communicative Language Teaching Happen. Volume 1: Directions for Language Learning and Teaching.
PUB DATE- 95
NOTE- 309p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; *Communicative Competence (Languages); *Grammar; Higher Education; Language Proficiency; *Oral Language; Reading Comprehension; Reading Skills; Second Language Instruction; Second Language Learning; *Teaching Methods; Writing (Composition); Writing Evaluation

This book is intended for graduate teaching assistants and undergraduate teacher education majors who might benefit from a directed exploration, reflection, and application of particular topics related to communicative language teaching and for role of values in these four categories of interaction. It was found that the instructor tried not to limit the meanings that literature might have to the students, saw his role more as a facilitator or coach than as a judge, recognized his role as a white instructor teaching African-American literature, valued the informed opinions of students, and used self-criticism to improve his teaching. (Contains 10 references.) (MDM)

ED 418 612 HE 030 874

Blendinger, Jack; Corneliоus, Linda; McGrath, Vincent
Establishing Faculty Governance at a College of Education: A Case Study.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *College Faculty; College Governing Councils; Educational Policy; Faculty College Relationship; *Governance; Guidelines; Higher Education; *Policy Formation; *Schools of Education; Universities
IDENTIFIERS- *Mississippi State University

This paper presents a case study that sought to trace the faculty's efforts to develop a system of shared governance for the College of Education at Mississippi State University. Data were collected by participants in the process and included written guidelines, agenda for meetings, minutes of meetings, notes, memoranda, letters, and reports. It was found that from 1989 through 1995, the college's Faculty Advisory Committee was relatively inactive. Beginning in 1996, however, the faculty put forth a set of guidelines that sought to increase the role of faculty in governance. A 15-member faculty council was created in 1996 and met monthly to address such issues as elected vs. appointed department heads, resource allocations among departments, the role of the dean within the college, and the conduct of a faculty survey. The results of these meetings, as well as the council's 1997-98 agenda, are discussed in light of the increased interest in the governance of the college on the part of the faculty. (MDM)

ED 418 613 HE 030 875

Dollarhide, Colette T.
Mentoring Using Identity Development Theory: Retaining Students of Diversity.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Michael Tilford Conference on Diversity and Multiculturalism (Wichita, KS, October 27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; College Students; Cultural Pluralism; *Diversity (Student); Higher Education; *Mentors; *Minority Groups; Models; School Holding Power; *Self Concept; *Teacher Student Relationship
IDENTIFIERS- *Identity Formation

This paper proposes a model of mentoring that is merged with faculty attention away from teaching. Considerations in establishing teaching/learning-based indicators and implementing a new performance-based funding system using them are discussed. Recommendations include making a gradual rather than sudden, transition to such a system and conducting a number of trials and pilot studies to avoid disruption of systems, services, and confidence. Substantial study-related documentation is appended. (Contains 23 references.) (MSE)

ED 418 633 HE 031 162

Ryan, Barbara E.; DeJong, William
Making the Link: Faculty and Prevention.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Active Learning; *Alcohol Abuse; College Environment; College Faculty; *College Students; Departments; *Drug Abuse; Health Promotion; Higher Education; Prevention; Student Adjustment; *Substance Abuse; Teacher Motivation; Teacher Participation; *Teacher Role; Teacher Student Relationship

The guide presents concepts and approaches to prevention of alcohol and other drug (AOD) abuse among college students, focusing on the role of faculty in prevention efforts. Sections discuss why faculty should get involved, the impact of AOD abuse on academic performance, the rationale for taking an environmental approach to prevention, helping students who are experiencing problems, motivating faculty interest in prevention, ways in which academic departments can support prevention, active learning opportunities through service learning, and using academics to generate student involvement in prevention efforts. Lists of publications, organizations, and relevant World Wide Web sites that can be used as further resources are appended. (MSE)

ED 418 634 HE 031 163

Gill, David W., Ed.
Should God Get Tenure? Essays on Religion and Higher Education.
PUB DATE- 97
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Beliefs; *Christianity; College Curriculum; College Faculty; *College Instruction; Cultural Pluralism; Ethical Instruction; Ethics; Higher Education; Humanities; *Liberal Arts; *Philosophy; Religion; *Religious Cultural Groups; *Religious Education; Science Education

Essays on the role of religion in higher education include: "Should God Get Tenure?" (David W. Gill); "On Being a Professor: The Case of Socrates" (Bruce R. Reichenbach); "Academic Excellence: Cliche or Humanizing Vision?" (Merold Westphal); "Religion, Science, and the Humanities in the Liberal Arts Curriculum" (H. Newton Maloney); "Tolstoy and Freud on Our Need for God" (Robert C. Roberts); "Religious Toleration and Human Rights" (Paul A. Marshall); Christianity, persistence/failure rates in courses was caused by a minority of students who failed or abandoned all their courses. The major reason that students did not graduate was that they failed their core English, French and Philosophy courses or failed one or two of these courses and also failed a required math course. Although students learned to adjust their study skills and strategies to the college setting, they often improved study skills to result in unrealistic and immediate impacts on their academic outcomes. The study concludes that language skills are essential but not sufficient to lead to graduation. Results are interpreted in terms of attributional theory of motivation. Appended are various forms, directions, and reports used in the study. (Contains 23 references.) (DB)

ED 418 654 HE 031 183

Meyer, Katrina A.
Faculty Workload Studies: Perspectives, Needs, and Future Directions. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.; For the full report, see HE 031 184.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Faculty; Cost Effectiveness; Educational Policy; *Faculty Workload; Higher Education; *Productivity; School Community Relationship; Trend Analysis
IDENTIFIERS- ERIC Digests

This digest reviews the literature and discusses issues concerning college faculty workload. Trends in the United States which have created interest in faculty workload issues are identified including faltering state economies in the late 1980s and rising costs of higher education especially of personnel. Criticism of higher education by the business community and many legislators is also noted as contributing to interest in increasing faculty productivity. Reviews of studies on faculty workload suggest that faculty work long hours especially on teaching and teaching-related activities though time spent in the classroom is relatively small. A lack of studies examining productivity in faculty teaching and service is noted. Barriers which hamper finding solutions to the productivity problem are noted such as beliefs that teaching equates with lecturing and that faculty are responsible for all higher education's problems. The report urges a renewed focus on students' learning and alignment of institutional mission, the faculty reward structure, and public expectations. (DB)

ED 418 655 HE 031 184

Meyer, Katrina A.
Faculty Workload Studies: Perspectives, Needs, and Future Directions. ASHE-ERIC Higher Education Report, Vol. 26, No. 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 135p.; For a digest of this report, see HE 031 183.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive

68 percent, respectively. Data were also gathered through focus groups and administrative records. The study found that first-year grade point averages varied by neither gender nor minority group status. Overall, female and minority group students reported that they had been treated by faculty, staff, and students in the same way that other students had been treated. Female students reported more contacts with faculty and staff, belonged to fewer campus organizations, and participated in fewer sports activities than male students. Males reported being more satisfied with the quality of instruction and their grades than did female students. When compared to other groups, female and minority group students encountered more problems relevant to university life, and female students indicated less self-confidence. (MDM)

ED 418 674 HE 031 203

Henderson, Tim M.; Fox-Grage, Wendy
Evaluation of State Efforts To Improve the Primary Care Workforce. Scholarship/Loan Programs and Medical Education Reforms.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 97
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; Allied Health Occupations Education; *Evaluation Utilization; Government Role; Higher Education; Loan Repayment; *Medical Education; National Surveys; Nursing Education; *Primary Health Care; Program Evaluation; Scholarships; State Aid; State Government; *State Programs; *Student Loan Programs

This report examines performance evaluations of state loan/scholarship programs and direct support for medical education reform programs for the education and training of health care professionals. It is based on a survey of all administrators of state scholarship and loan repayment programs and a mail survey of officials in the 34 states which have massed medical education reform laws. Part 1 examines efforts to evaluate state scholarship and loan repayment programs and Part 2 reports on evaluations of state medical education reforms. Overall, the study found that most scholarship and loan repayment programs and other medical education reforms enacted by state legislatures have not been evaluated to determine their effectiveness. Concerning scholarship and loan repayment programs, the study found only 20 percent of programs have some kind of report that documents program effectiveness although another 20 percent are planning evaluations. Concerning medical education reforms, only 10 of the 34 states have produced acceptable evaluations of recent state-directed or multi-institutional medical education reform initiatives. Most state laws carry no appropriation to evaluate, nor do they contain measures to enforce a new program's effectiveness. It is urged that some measure of accountability be demanded of programs, to help state legislators as they set priorities for short- and long-term issues, solutions, and allocation of funds. Supporting data appear in tables and figures. Appendices include: the survey questionnaire, a directory of programs, National Health Service Corps (NHSC) reporting requirements, legislation, and other compilations. (BF)

ED 418 675 HE 031 204

of adults. The learning the adults acquire at work empowers them to participate in community development efforts that benefit themselves as well as the wider community. (KC)

ED 418 217 CE 075 481

Doronila, Maria Luisa C.
A Research and Development Approach to the Delivery of Comprehensive Functional Education and Literacy in the Philippines.
PUB DATE- 97
NOTE- 39p.; Paper presented at the Asia Literacy Regional Forum (Manila, Philippines, May 5-9, 1997). Figures 1 and 2 are missing.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Developing Nations; *Educational Development; Educational Legislation; Educational Policy; *Educational Research; Foreign Countries; *Literacy Education; Models; *Nonformal Education; Nontraditional Education; Program Development; Research and Development
IDENTIFIERS- *Informal Education; *Philippines

In the Philippines, introduction of a formal education system, new written language, and the knowledge encoded in it have been part of a colonization process and not the result of direct evolution from informal education. The discontinuities between formal and informal education--abstraction, systematization, and specialization--are greater and more complex, but nonformal education is in a position to bridge them. Adult education development has been part of a dynamic interaction between social problems, popular demands, state response, adult education provision, and external constraints. The most significant legislation and policies are as follows: the agrarian reform law, creation of autonomous regions for indigenous Muslim Filipino communities, local government code, education reforms, language policy, literacy under Education for All, human rights education, and Philippine Development Plan for Women. Seven aspects must be considered when speaking of a context-specific, community-based literacy and functional nonformal education program: nature of community life, extent of literacy practice within the community, use of locally adapted and indigenous materials, development of a literate tradition in communities, incorporation of livelihood and development components in literacy programs, use of the interagency approach, and a system of equivalency and accreditation and a new role for the Bureau of Nonformal Education. The present nonformal education program is determined to put in place an alternative learning system that includes these seven aspects. (YLB)

ED 418 218 CE 075 488

Manlongat, Sylvia
Community Learning Approach (CLA) for Literacy Promotion of Women in the Fishing Villages of Region I (Philippines).
PUB DATE- 97
NOTE- 14p.; Paper presented at the Asia Literacy Regional Forum (Manila, Philippines, May 5-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

The occupational structures of higher education in Ireland and the Netherlands were compared. First, the occupational domain of Irish types of education were compared with the occupational domain of Dutch education. Next, a similarity index was used to investigate the overlap on the labor market of different types of education within each country. The analyses were based on the Irish Census of Population and the Dutch Labour Force Survey. The main differences between the Irish and Dutch educational systems were found to arise from the focus on vocational education in the Netherlands and the focus on general education in Ireland. Because the Irish and Dutch occupational classifications were both strongly influenced by the 1968 International Standard Classification of Occupations, a common occupational classification was developed for both ununtries. It was discovered that 11% of Ireland's labor force and 19% of the Netherlands' labor force have higher educational qualifications. Important differences in the relative size of selected occupations and the participation of individuals with a higher education in individual occupations in each country were also found. (Appended are the following: common occupational classification; 11 tables of similarities between levels; and similarities between Dutch and Irish types of education.) (MN)

ED 418 236 CE 076 125

Mehaut, Philippe; Delcourt, Jacques
The Role of the Company in Generating Skills: The Learning Effects of Work Organisation. Synthesis Report. CEDEFOP Document.
PUB DATE- 95
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Comparative Analysis; Competence; Continuing Education; Economic Change; *Education Work Relationship; Educational Policy; Employer Employee Relationship; *Employment Practices; Employment Qualifications; Foreign Countries; *Job Skills; Job Training; Learning Processes; Organizational Change; Postsecondary Education; Public Policy; *Skill Development; Synthesis; *Training Methods; *Vocational Education; Work Environment
IDENTIFIERS- *European Community; Global Economy; Learning Organizations

This report synthesizes the findings of a study of continuing training policy in nine countries of the European Community: Belgium, Denmark, France, Germany, Italy, the Netherlands, Portugal, Spain, and the United Kingdom. The following are among the topics discussed: the study's objectives and methods; characteristics of new forms of work and production organization (diversity of forms of work organization and production models; quantitative versus qualitative flexibility; reliability and adaptability of production; reliability of interorganizational networks; flexibility, adaptability, and training of operators); principles behind new forms of work organization (problem of the newness of know-how; main lines in organizational restructuring, links to the dynamics of know-how and skills; restructuring of know-how: the Tandem product/market or the "marketable product"? know-how or attitudes; distancing: necessary conditions for the training content of new organizations, trends and connecter-trends); the increase in training and shifts in training efforts; discrete knowledge and discrete training; explicit training (varied use

Relationship; Secondary Education; State Programs; Trade and Industrial Education; Vocational Education
IDENTIFIERS- Composite Materials; *Michigan

This guide was developed to provide assistance in developing and implementing school-to-work programs for the plastics industry throughout the state of Michigan. It is a resource for plastics companies, school districts, community colleges, business development organizations, local governments, work force development boards, or any group interested in starting a partnership for plastics school-to-work programs. The guide contains project summaries and documents on a wide range of topics, organized into six sections: (1) background on the Michigan Jobs Commission and the Michigan Plastics Industry Roundtable; (2) national school-to-work resources, including trade associations and websites; (3) Michigan school-to-work resources, including Michigan business resources, school-to-work in Michigan, plastics school-to-work programs in Michigan, and the Michigan Occupational Information System and the Michigan Center for Career and Technical Education; (4) promoting and recruiting for the program; (5) integrated curriculum, including manufacturing skills, plastics skills, and employability skills; and (6) plastics school-to-work components and tools, such as class activities, visitors and tours, job shadowing, student portfolios, student internships, apprenticeships, and evaluation. (KC)

ED 418 255 CE 076 164

Olson, Susan J.
Observations of Home Economics Education College Graduates during the Last Decade: Pennsylvania and Alabama.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Comparative Analysis; Demography; Educational Research; *Employment Patterns; Graduate Study; Graduate Surveys; Higher Education; *Home Economics Education; *State Surveys; Teacher Characteristics; *Teacher Salaries
IDENTIFIERS- *Alabama; *Pennsylvania

A project compared the results of two 1989 studies examining the last decade (1978-88) of home economics education college graduates from Pennsylvania and Alabama. Both studies used a mailed questionnaire to graduates. Tincher used a 100 percent sample of Alabama's 401 graduates; Olson used a 50 percent stratified random sample of 728 Pennsylvania graduates. Both studies obtained similar sample sizes of 170 (Tincher) and 184 (Olson), with respective return rates of 57.8 percent and 56.9 percent. Findings showed similarities and differences in the occupational behavior of home economics education graduates. Similarities were as follows: most graduates were from state universities; the majority were married; more than 50% completed coursework beyond the bachelor's; common fields of study for both groups beyond the bachelor's were elementary education, early childhood, administration, guidance and counseling, special education, adult education, and computer education; and most were currently employed. Differences observed in graduates included the following: there were twice as many Pennsylvania graduates; Pennsylvania graduates made $5,000-10,000 more per year; Pennsylvania graduates tended to be older; nearly twice as many Alabama graduates continued their education at the master's degree level, whereas nearly school-age, or no children--and nature of the home workspace--dedicated room or area--on IBM employees' satisfaction, stress, and work effectiveness. The IBM program allowed 300 employees who spent about 70 percent of their time with clients to work in home offices. Surveys, interviews, observations, photographs, and archival data were used. Findings included the following: employees worked roughly 35 percent of the time from home and 27 percent from customer sites, with no significant variations as a function of household composition and nature of home workspace; the home office was used most, with no differences as a function of household composition, home workspace, or gender; 76 percent were somewhat or very satisfied with the mobility program, with no significant variations as a function of household composition or home workspace; 52 percent reported overall work effectiveness as better or much better; and 18 percent reported it as worse or much worse. Employees with dedicated rooms rated their overall work effectiveness somewhat higher. Over 77 percent rated professional communication at work as somewhat or much worse; 88 percent rated their ability to socialize with co-workers as worse or much worse; 46 percent reported positive or very positive spillover (between work and family life); but 41 percent reported the impact on role conflict was negative or very negative. (Appendixes contain 49 references and survey instruments.) (YLB)

ED 418 275   CE 076 201

Becker, Franklin; Tennessen, Carolyn M.
Social Connectivity in the Mobile Workplace. Workscape 21: The Ecology of New Ways of Working.
PUB DATE- 95
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Collegiality; Cooperation; *Interpersonal Relationship; *Mobility; Organizational Change; *Organizational Communication; Organizational Development; Peer Relationship; *Professional Isolation; *Socialization; Work Environment
IDENTIFIERS- *Mobile Workplaces; Virtual Offices

A study examined the social implications of a workplace strategy in which employees who previously worked together in a main office became virtual office workers. The study site was a Digital Equipment Corporation flexible work program implemented at its Newmarket, England, office, where a large traditional office was closed and its employees became mobile workers. Thirteen employees representing all job types--consultants, customer service, and sales personnel--were interviewed. Findings indicated the new mobile work pattern was successful from an organizational perspective, but the response was more mixed in terms of individual employees' reactions. Mobile workers developed a new appreciation for face-to-face contacts. Unplanned interactions involved intense sharing and catching up. Informal socialization declined significantly. Different types of socialization occurred in different locations. Cross-functional and brainstorming communications were primarily handled face to face and were less common. The telecenter support staff, as the only permanent staff, became the informal social directors of the organization. Coping strategies included turning to the community and the development of new community-oriented hobbies and activities. Service employees and systems integration consultants who had busy work schedules

Literature describing the scope and characteristics of employer-based training (EBT) in the United States and the evidence to date about the effectiveness of such training was reviewed in order to help categorize the types of programs or strategies that show promise in terms of improving skills or increasing productivity. For the review, training was defined as short-term programs that emphasized the specific skills needed in a particular job or occupation and do not lead to a degree. Some of the findings of the literature review are the following: (1) companies provide training because firm-specific skills are needed, because of changes in technology, and to retain employees; (2) basic skills are best learned in a context relevant to the work environment; (3) training is more effective in terms of increased wages and productivity when it is sponsored by employers; (4) employer-based training is increasingly part of a range of organizational improvement, technology adaptations, and workplace restructuring initiatives; and (5) training is a worthwhile investment for employers as well as for employees. (43 references) (KC)

ED 418 294 CE 076 229

Winkler, John D.; Steinberg, Paul S.
Restructuring Military Education and Training. Lessons from RAND Research.
SPONS. AGENCY- Department of the Army, Washington, DC.
PUB DATE- 97
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Cooperative Programs; Coordination; Cost Effectiveness; *Distance Education; *Educational Improvement; *Educational Research; *Educational Technology; Military Schools; *Military Training; Postsecondary Education; *Synthesis

This report examines research on initiatives intended to restructure military training with a focus on specialized skill training in military schools. Chapter 1 addresses the status of restructuring initiatives. Chapter 2 focuses on a methodology to examine the effects of restructuring and consolidation. It discusses in detail the elements included in the methodology that accomplish the following: match occupations to training approaches; develop alternative courses based on job requirements; assess costs and savings of alternative courses; and conduct clinical trials to confirm effectiveness. Chapter 3 discusses the research context, approach, and results of studies examining these restructuring and consolidation initiatives: distributed training programs; consolidated occupations with expanded on-the-job training; use of civilian resources to provide military training; expanded use of training aids, devices, simulators, and simulations more extensively to substitute for vehicles, equipment, and live-fire training; and consolidation of training institutions. Chapter 4 synthesizes those findings into a series of implications for effectively and efficiently employing restructuring initiatives. Key issues are categorized as consolidation, distribution, outsourcing, and training technology. Appendixes include a brief discussion of some military lessons learned that seem transferable to the civilian sector and 56-item selected bibliography. (YLB)

ED 418 295 CE 076 230

Gilley, Jerry W.
Improving HRD Practice.
PUB DATE- 98
NOTE- 155p.; Professional Practices in Adult Education and Human Resource Development Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Consultants; *Educational Improvement; Educational Practices; *Job Performance; *Labor Force Development; Marketing; *Personnel Management; Strategic Planning; *Systems Approach; Training Methods; Training Objectives; Transfer of Training

This book provides human resource development (HRD) professionals with a practical approach for improving the way they practice their profession and presents a four-part framework for improving HRD practice. Each of the book's four parts is dedicated to one part of the framework: examining HRD strategy; improving perceptions of HRD; improving performance results; and improving HRD roles and client relationships. Chapter 1 is an overview of each of the framework's four parts, and chapter 2 discusses the importance of shifting training from "fixing" employees' weaknesses to developing their strengths. Four practical approaches to addressing issues and problems commonly encountered by HRD professionals are detailed in chapters 3-6. These approaches include: a 3-step technique to eliminate negative perceptions of HRD programs by demonstrating their values and benefits; a 9-step strategic marketing planning method to help HRD programs obtain their objectives within organizations; a 4-step approach to developing a transfer of learning strategy for organizations; and a 12-part performance management system. Chapter 7 examines the evolution from trainer to performance consultant, and chapter 8 focuses on the strategies for building collaborative client relationships. The bibliography contains 27 references. (MN)

ED 418 314 CE 076 272

LaBonty, Dennis, Ed.
Integrating the Internet into the Business Curriculum. National Business Education Association Yearbook, No. 36.
PUB DATE- 98
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Business Education; Business; Business Administration; *Business Education; *Business Education Teachers; Career Development; *Classroom Techniques; Community Colleges; Community Development; Computer Oriented Programs; Computer Uses in Education; Education Work Relationship; Educational Environment; Higher Education; Information Networks; *Integrated Curriculum; International Trade; *Internet; Marketing; Money Management; National Standards; Office Machines; Office Practice; Professional Associations; School Business Relationship; Secondary Education; *Teacher Education; Two Year Colleges; Virtual Reality
IDENTIFIERS- Intranets

This book contains 15 papers devoted to the following topics of interest to business educators: the Internet's history and management; Internet applications related to the National Standards for Business Education; and the Internet's connection with the business education profession. The following papers industrial training setting. Respondents completed the Self-Regulatory Activities Survey, which was a 46-item questionnaire consisting of the 24 items of the Self-Efficacy for Self-Regulated Learning survey and the 22 items on self-regulatory practices from the Inventory of Learning Styles. The responses were subjected to a stepwise multiple regression analysis with achievement scores as the dependent variable. The hypothesized explanatory variables were educational level, years of experience, operator classification, and each of the five factors of the Self-Regulatory Activities Survey. The scores ranged from 13 to 20, the mean for achievement was 17.37, and the standard deviation was 1.90. The stepwise regression indicated that, together, the following five variables contributed to 33% of the variance: processing ability, experience, job level, external regulation strategies, and learning strategies. The stability of the self-regulation constructs identified in the training setting was said to be especially important in business and industry as was the finding that learning strategies and information processing strategies can be taught to employees. (Contains 13 references.) (MN)

ED 418 332 CE 076 316

Marshall, Jody L.
Spirituality of South Asian Women: Implications for Adult Learning.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; *Adult Students; Cultural Differences; Educational Practices; Feminism; Foreign Countries; Moral Development; *Non Western Civilization; Personal Narratives; Religious Differences; Student Attitudes; *Womens Education
IDENTIFIERS- Canada; *South Asians; *Spirituality

The implications of the spirituality of South Asian women for adult learning were examined through semistructured interviews of five South Asian women who resided in Canada. The women, who included students, working professionals, mothers, and single women, originated from Nepal, India, Pakistan, and Sri Lanka and were from Hindu, Moslem, and Buddhist backgrounds. Each interview lasted 30-60 minutes. Lack of clarity regarding the terms "spirituality" and "religion" was a common theme in all five interviews; however, all five women shared a common understanding of what religion entails. Times of struggle served as stimulus for many of the women to reflect on their spiritual practices, and many of the women described their spirituality as a source of personal strength. All five women's perspectives on and views of spirituality were holistic in nature. The women's views were discussed in the context of Western developmental theories, including Kohlberg's theory of moral development, current feminist spirituality literature, transformative learning theory, and contemporary adult education practices. Adult educators in Canada were advised to increase their awareness of South Asian cultures and affirm and allow for their community orientation to meet South Asian women's needs in formal adult education classrooms. (Contains 31 references.) (MN) employment and day care. (EMK)

ED 418 350 CG 028 369

Slicker, Ellen K.; Kim, Jua K.
Parenting Style and Family Type Revisited: Longitudinal Relationship to Older Adolescent Behavioral Outcome.
PUB DATE- 96
NOTE- 25p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Attachment Behavior; Child Rearing; Correlation; *Family Relationship; Family Structure; High Schools; Higher Education; Longitudinal Studies; *Parent Child Relationship; *Parent Influence; *Student Attitudes
IDENTIFIERS- Adolescent Behavior; Family Adaptability Cohesion Evaluation Scales; *Parenting Styles

Nearly 30 years ago, research showed that preschool children reared by parents with differing parenting attitudes or styles, differed in their degrees of social competence. To test this theory, a two-year study was conducted. During "Year 1," 2,250 high school seniors and 406 university freshmen from the middle South were surveyed regarding their perceptions of their parents' parenting style, their families' family type, and their own participation in a variety of problem behaviors. Significant results at "Year 1" indicated that, in regard to behavioral outcome, "authoritative" parenting was superior to "indulgent" and "neglectful" parenting, and that "balanced" and "moderately balanced" family types were superior to "mid-range" and "extreme" family types. In "Year 2" (N=261), significant differences among parenting styles and family types persisted even when "Year 2" scores were statistically adjusted for those from "Year 1." Although many participants had left the direct influence of their families, authoritative parenting continued to be superior to "neglectful," "indulgent," "authoritarian," or "middle range" parenting. Also the "balanced" family type continued to demonstrate superiority over the "extreme" type in providing resiliency against some problem behaviors. The results expand the growing literature regarding the continuing influence of home environment on older adolescent behavioral outcome. Summary tables showing covariate analyses are included. (EMK)

ED 418 351 CG 028 370

Slicker, Ellen K.
Family Adaptability and Cohesion: Relationship to Older Adolescent Behaviors.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Adolescents; Child Rearing; *Family Relationship; Family Structure; Parent Child Relationship; *Parent Influence; Sex Differences

DESCRIPTORS- *Adolescents; Agency Cooperation; Case Studies; Community Problems; Community Role; *Drug Abuse; *Drug Education; Foreign Countries; National Programs; Police; *Policy Formation; Responsibility; Secondary Education; Youth Problems
IDENTIFIERS- Drug Availability; *Great Britain

Establishing a British national strategy to tackle youth drug use would seem an obvious first step in solving the drug problem. Some ideas for remedying the drug problem among young people are presented in this conference report. Drug abuse among children and adolescents throws up some complex issues and the obstacles to any coordinated, cross-agency approach are considerable. These obstacles mainly concern the operational autonomy enjoyed by the police and other agencies in the setting of strategies and agendas which invariably bring agencies into conflict, be it over resources, values, or personal interests. Many groups are working at cross-purposes, and there is growing confusion over roles and responsibilities in drug-education work generally. Attempts to deal with the problem are further exacerbated by the unfortunate "politicization" of the drug issue and the refusal of policy-making bodies to acknowledge the growing normalization of youth drug-taking and to set their policies accordingly. What is needed, it is claimed, is a thorough examination of potential alternative strategies, taken from new and innovative initiatives in operation across the country. It is suggested that an honest assessment of the real extent of drug-use in society be made. (MKA)

ED 418 372 CG 028 650

Dwyer, K.; Osher, D.; Warger, C.
Early Warning, Timely Response: A Guide to Safe Schools.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 41p.; Electronic version: http://www.naspweb.org/center.html and at http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *At Risk Persons; Behavior Problems; *Crime Prevention; Elementary Secondary Education; Emergency Programs; Problem Children; Risk Management; *School Safety; *Violence

This guide presents a brief summary of the research on violence prevention and intervention and crisis response in schools. It tells school communities: (1) what to look for--the early warning signs that relate to violence and other troubling student behavior; and (2) what to do--the action steps that school communities can take to prevent violence and other troubling behaviors, to intervene and get help for troubled children, and to respond to school violence when it occurs. Sections in this guide include: (1) "Introduction," describing the rationale for the guide and suggesting how it can be used by schools to develop a plan of action; (2) "Characteristics of a School That Is Safe and Responsive to All Children," describing characteristics of schools that support prevention, appropriate intervention, and effective crisis response; (3) "Early Warning Signs," presenting early warning signs of a troubled student, imminent warning signs, and the principles that ensure these signs will not be misinterpreted (concludes

(Stephen Krashen and Jeff McQuillan); (15) "Every Person a Reader" (Stephen Krashen); (16) "The California Reading Situation: Rhetoric and Reality" (Jeff McQuillan); (17) "California, Whole Language, and the National Assessment of Educational Progress (NAEP)" (Kenneth S. Goodman); and (18) "The Schools We Have. The Schools We Need" (Richard L. Allington). (Contains 55 references.) (NKA)

ED 418 389   CS 013 164

Laminack, Lester L.
Volunteers Working with Young Readers.
PUB DATE- 98
NOTE- 274p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Literature; *Cognitive Development; Elementary Education; *Language Experience Approach; *Literacy; *Reading Instruction; *Reading Processes; Reading Strategies; Theory Practice Relationship; Tutoring; *Volunteers; Young Children
IDENTIFIERS- Communication Strategies; *Partner Reading; Trade Books

Intended to be a guide for novice volunteers, this book discusses both the theoretical foundations and the practical details that will help a person to understand a child's literacy development. The book begins with an overview of the reading process and then moves into addressing key concerns such as the first day as a volunteer, the kinds of books that might be used, and how the volunteer can work with his or her reading partner. The book presents helpful strategies that allow the volunteer tutor to build on a child's natural abilities with language. It offers illustrations from children's books, analysis of selected texts, and concludes with an appendix of various types of books for further reading. Besides its usefulness for volunteers, the book could also be used by elementary teachers involved in children's literacy development, since it describes scenarios and situations with real children in authentic classrooms. (NKA)

ED 418 390   CS 013 165

Gregory, Eve
Siblings as Mediators of Literacy in Linguistic Minority Communities.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Family Influence; *Family Involvement; Foreign Countries; *Language Minorities; *Literacy; Minority Group Children; Multicultural Education; *Parent Participation; Reading Instruction; *Reading Programs; Sibling Relationship; *Siblings
IDENTIFIERS- Syncretic Literacy; *United Kingdom

This paper argues for the need to move beyond the paradigm of parental involvement in reading, which presently informs home/school reading programs for linguistic minority children

DESCRIPTORS- *Classics (Literature); *Cultural Context; Higher Education; *Language Role; Literary Criticism; *Literature Appreciation; Secondary Education; *United States Literature
IDENTIFIERS- *Heritage Consistency; *Literary Canon

By examing the works of classic American authors, this book presents the idea that individual human beings can break free of the structures of thought into which they are born and that, by reimagining the world, can change it. In chapters on Herman Melville, Henry David Thoreau, Edith Wharton, Richard Wright, Harriet Beecher Stowe, Abraham Lincoln, and others, what is shown is how each writer enlarged the expressive range of the American language and the imagined sense of American possibilities. The book contends that each writer tried to create what might be called a democratic prose style expressing the belief in transcendence that remains at the core of the American imagination. Besides the aforementioned authors, the book discusses the works of Theodore Dreiser, Kate Chopin, Henry Adams, Zora Neale Hurston, and Stephen Crane. The final chapter in the book discusses the situation in today's universities, where literature is talked about and studied, but not enjoyed. (NKA)

ED 418 412 CS 216 280

Means, Beth; Lindner, Lindy
Teaching Writing in Middle School: Tips, Tricks, and Techniques.
PUB DATE- 98
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Editing; Educational Games; Intermediate Grades; Junior High Schools; *Middle Schools; Teaching Methods; *Writing Assignments; *Writing Instruction; *Writing Processes
IDENTIFIERS- Middle School Students

Introducing middle school students (grades 6-8) to the joy of writing, this book presents ideas, practical lessons, examples, games, and resources. Step-by-step guidelines and helpful tips for educators are combined with numerous writing and prewriting activities for students--from "braindancing" and "zoom lens" to "downhilling." The book is organized according to the writing process, so that teachers can easily find activities on whatever piece of the writing process they want to explore with their students. Each of the 39 activities has a brief introduction, with an appropriate epigraph, and a bit of history or some idea to present to students. This is followed by the instructions, in the form of handouts, to give to students. Chapters in the book are (1) "Deciding What to Write About"; (2) "Planning"; (3) "Getting the Words to Flow on Paper"; (4) "Nonfiction Workshop"; (5) "Fiction Workshop"; and (6) "Editing with Enthusiasm." Contains a 130-item bibliography. (RS)

ED 418 413 CS 216 294

Kercheval, Jesse Lee
Building Fiction: How To Develop Plot and Structure.
PUB DATE- 97
NOTE- 205p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

The Logic of Interdisciplinary Studies. Report Series 2.33.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; *Curriculum Development; Educational History; Elementary Secondary Education; *Integrated Curriculum; *Interdisciplinary Approach; Literature Reviews; Models
IDENTIFIERS- ERIC; *Integrative Organized Approach

This paper describes the arguments made for using interdisciplinary approaches in school curriculum. Specifically examined are the historical antecedents that inform discussions of interdisciplinary studies; how interdisciplinary studies are organized; whether differences exist across content areas; general assumptions made about teaching and learning; and how interdisciplinary studies are presumed to improve upon traditional approaches to school curriculum. The review focuses on frameworks, justifications, and reasons that may be built partly on empirical evidence and also on assumptions about teaching and learning not easily reduced to empirical facts. An extensive ERIC search was conducted. Following examination of these initial 150 documents, other relevant resources and bibliographies were examined. Additionally, an analysis of curriculum standards published by professional teaching organizations determined if justifications for interdisciplinary studies were provided in these documents. Coordinating disciplines has been a primary feature of curriculum planning since the turn of the century, but is seldom seen in modern schooling. Recently, however, research in cognition and projected demands from the 21st-century workplace have brought pressures for a more connected vision of the curriculum. Both brain response and higher-order thinking tasks were found to demand authentic, complex, multiple, and concrete problem-solving experiences. Many terms are used in the literature--core, interdisciplinary, fusion, integrated, cross-disciplinary, correlated, integrative, and trans-disciplinary. Three representations stand out: interdisciplinary, integrated, and integrative. All three approaches attempt to connect the student with the abstract world of disciplinary knowledge and the real world of experience. (Includes two tables of models; contains 124 references.) (NKA)

ED 418 435 CS 216 327

Grolier's CornerStone Home: English, Grades 3-4 (Usage and Punctuation). CD-ROM .
PUB DATE- 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Assisted Instruction; Educational Games; Elementary Education; *English Instruction; Independent Study;

Reflections of Older Texts.
PUB DATE- 98
NOTE- 7p.; Revised version of a paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational History; High Schools; Higher Education; *Instructional Effectiveness; Introductory Courses; *Public Speaking; *Textbook Content; *Textbooks
IDENTIFIERS- Whately (Richard)

An overseas teaching assignment in 1961 led one educator to visit St. Patrick's Cathedral in Dublin where he came upon an effigy of Richard Whately and realized that Whately had written a text used in many American universities. The educator especially recalled that Whately had said "Encourage your students." He also wrote that the audience really wants the speaker to succeed. The National Association of Academic Teachers of Public Speaking was started by 17 men, and as soon as it got underway some of them wrote a textbook--the new discipline needed textbooks. The second president of the national association, James A. Winans, copyrighted "Speech Making" in 1915. The book had two themes: one was that a speaker conversed with listeners, talking to them and not at them and the other was that every student worked on conversational speaking, realizing the content of words as they were uttered and speaking with a lively sense of communication. As a student at Grinnell the educator used the book, Charles H. Woolbert's "The Fundamentals of Speech." By fundamentals Woolbert meant Action, Voice, Language, and Thought. Later texts that influenced the beginning course, one in colleges and one in high schools, were those by Alan Monroe, the first president of the Central States Communication Association, and W. Norwood Brigance. Brigance's text dominated secondary education for two decades. (NKA)

ED 418 457 CS 509 825

Logue, Calvin McLeod, Ed.; DeHart, Jean, Ed.
Representative American Speeches 1996-1997. The Reference Shelf Volume 69 Number 6.
PUB DATE- 97
NOTE- 195p.; Published since 1937 in two-year groupings.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Audience Awareness; Communication Skills; *Freedom of Speech; Moral Issues; *Persuasive Discourse; *Public Speaking; Rhetorical Invention; *Speeches
IDENTIFIERS- *First Amendment; *Public Discourse

This collection of representative speeches delivered by public officials and other prominent persons contains addresses to both large and small organizations, given both on ceremonial occasions and on less formal occasions. The collection contains school commencement addresses, addresses to government bodies, speeches to international organizations, addresses to professional organizations, and speeches given in churches and at conferences. It is divided into the following sections: (1) The Human Community; (2) Religion and Prejudice; (3) Race; (4) Arts and the Humanities; (5) Government; and (6) Foreign Policy. Some of the well-known persons represented in the collection are President William J. Clinton; Warren accounting; finance; marketing; business, business law, and human resources; technology; healthcare; and international, environmental, and public policy management. Appendixes include Management Style Assessment (MSA), Caux Round Table Principles for Business, a business charter for sustainable development, Qualitative Ethical Decision-Making Tool (QL-TOOL), Organization Ethics Development System (OEDS), Components and their Collective Work Culture environment, and Leadership Empowerment Readiness Assessment (LERA). (Contains an index and approximately 630 references.) (RJM)

ED 418 477 EA 028 959

Kalleberg, Arne L.; Knoke, David; Marsden, Peter V.; Spaeth, Joe L.
Organizations in America: Analyzing Their Structures and Human Resource Practices Based on the National Organizations Study.
PUB DATE- 96
NOTE- 382p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Administrative Principles; *Bureaucracy; *Business Administration; *Employer Employee Relationship; Fringe Benefits; Job Training; Management Systems; National Surveys; *Profiles; Salaries; Sex Differences
IDENTIFIERS- National Organizations Study

In 1991 the National Organizations Study (NOS) surveyed a number of U.S. businesses about their structure, context, and personnel practices to produce a database for answering questions about social behavior in work organizations. This book presents the results of that survey. The study aimed to create a national database on organizations--based on a probability sample--that provides information for the organizations research community. The three central themes here describe the NOS and its implications; provide overviews of specific employment practices--hiring, training, promotion, performance measurement, benefit packages, contingent work--and supply comparisons between different businesses and business sectors; and offer differences between male and female employees. The 16 research articles are organized into 4 parts: "The National Organization Study," "Organizational Structures," "Organizations' Human Resource Practices," and "Organizations and the Changing Workforce." The 16 chapters are: chapter 1, "Organizational Properties and Practices" (Arne L. Kalleberg, David Knoke, Peter V. Marsden, and Joe L. Spaeth); chapter 2, "Design of the National Organizations Study" (Joe L. Spaeth and Diane P. O'Rourke); chapter 3, "American Organizations and Their Environments" (Peter V. Marsden, Cynthia R. Cook, and David Knobe); chapter 4, "Bureaucratic Structures for Coordination and Control" (Peter V. Marsden, Cynthia R. Cook, and Arne L. Kalleberg); chapter 5, "Formalizing the Employment Relation" (Arne L. Kalleberg, Peter V. Marsden, David Knobe, and Joe L. Spaeth); chapter 6, "Human Resource Management and Organizational Performance" (Arne L. Kalleberg and James W. Moody); chapter 7, "The Staffing Process" (Peter V. Marsden); chapter 8, "Job Training in U.S. Organizations" (David Knoke and Arne L. Kalleberg); chapter 9, "Training, Unions, and Internal Labor Markets" (David Knoke and Yoshito Ishio); chapter 10, "Organizational Differences in Earnings" (Arne L. Kalleberg and Mark E. Van Buren); chapter 11, "The Structure of Organizational Earniins Inequality" (Arne L. Kalleberg and Mark E. Van Buren); chapter 12, "Cui Bono? Employee Benefit Packages" (David Knoke); chapter 13, "Contingent Employment in the seven steps. (RJM)

ED 418 497 EA 028 999

Stanford, Barbara
Charting School Change: Improving the Odds for Successful School Reform.
PUB DATE- 98
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Change Strategies; *Educational Change; *Educational Innovation; Elementary Secondary Education; Models; Professional Development; *Public Schools; School Community Relationship; School Restructuring; *Systems Approach

Although models of successful school innovations exist, some reformers are giving up on the public schools. To address this problem, some suggestions for educators who want usable concepts to reform education are presented. The book is intended for the busy professionals devoted to education-teachers, teachers, administrators, curriculum specialists, and college faculty--and explains complex theories using diagrams and examples. It draws on the author's experiences in teaching humanities and builds a unified theory by selecting different combinations of disciplines. Part 1 addresses the need for a new conceptual framework and introduces the basic concepts of self-organizing systems, showing how these concepts can help interpret common phenomena in school reform. Some of the specific issues it addresses include reasons behind dysfunctional systems and the mechanism by which systems transform themselves. Part 2 is a practical handbook for applying systems concepts to specific dimensions of school change. Each chapter looks at a specific part of the change process from a self-organizing-system perspective. Selected issues covered include creating a vision for change, building partnerships, and the important role of conflict in systems change. (Contains an index.) (RJM)

ED 418 498 EA 029 000

Myers, Charles B.; Simpson, Douglas J.
Re-Creating Schools: Places Where Everyone Learns and Likes It.
PUB DATE- 97
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Change Strategies; Educational Assessment; Educational Change; *Educational Environment; *Educational Innovation; Elementary Secondary Education; Models; Professional Development; School Restructuring
IDENTIFIERS- Learning Communities

Americans are increasingly disenchanted with what they perceive to be lackluster efforts to improve schools. Some new approaches are needed. Schools must be re-created by local school leaders and by teachers who will focus on their vision or visions of what their school culture, learning, and teaching would be like if all conditions were as they would like them to be. The ideas are contained in five chapters, which discuss the importance of envisioning the ideal school and address old myths about schools as factories. Schools are morally based communities--cultural constructs--and teaching is an experience-based intellectual construction. Teaching is a professional staff/facilities. Each section provides subheadings referring to the primary components of the service delivery system, a listing of appropriate state regulations relating to children requiring special education, guidelines that provide operational objectives related to each activity, recommended practices and procedures, and supplemental information in appendices.

ED 418 518 EC 306 325

Early Childhood Special Education for Children with Disabilities, Ages Three through Five: Evaluation and Assessment Guidelines for Young Children with Special Needs.
PUB DATE- 96
NOTE- 45p.; One of three main sections contained in EC 306 324.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); *Disabilities; *Disability Identification; *Early Childhood Education; *Educational Assessment; Educational Legislation; Educational Practices; Eligibility; Evaluation Methods; Federal Legislation; Guidelines; Infants; Personnel; *Special Education; State Standards; *Student Evaluation; Young Children
IDENTIFIERS- Individuals with Disabilities Education Act Part H; *North Dakota

This chapter from a North Dakota guide for early childhood special education personnel focuses on the evaluation and assessment of young children with special needs. Following an introduction, which summarizes requirements under Part H of the Individuals with Disabilities Education Act, overviews of infant development and early childhood special education programs in North Dakota and the application of federal law are provided. A section on identification of young children with disabilities discusses the Child Find program, screening, evaluation for eligibility, assessment for program planning, timelines, and team process. Next, the evaluation/assessment planning process is outlined, including obtaining background information and developing the child profile, facilitating family involvement, and formulating an evaluation/assessment plan. Conducting the actual evaluation is discussed next and includes arena evaluation, play-based evaluation, and using parents and caregivers as a source of information. The final section is on report writing. Subsections explain the Infant Development Report, the Early Childhood Special Education Integrated Written Assessment Report, and the dissemination of information. Appendices include: strategies for professionals working with families from various cultural and/or linguistic groups; questions for professionals to ask when conducting a culturally sensitive screening and assessment; selected evaluation and assessment instruments for early intervention; types of test reliability and validity; and arena evaluation. (DB)

ED 418 519 EC 306 326

Early Childhood Special Education for Children with Disabilities, Ages Three through Five: Program Planning.
PUB DATE- 96
NOTE- 51p.; One of three main sections contained in EC 306 324.
LANGUAGE- English

stronger visual-spatial learning, and strategies for teaching children with visual-spatial strengths. Techniques include: (1) using visual aids, such as overhead projectors, and visual imagery in lectures; (2) using manipulative materials to allow hands-on experience; (3) using a sight approach to reading rather than phonics; (4) using a visualization approach to spelling; (5) having students discover their own methods of problem-solving; (6) avoiding rote memorization; (7) avoiding drill and repetition; (8) finding out what students have already mastered before teaching them; (9) giving students advanced material at a faster pace; (10) allowing students to accelerate in school; (11) emphasizing mastery of higher level concepts; (12) emphasizing creativity, imagination, new insights, and new approaches rather than acquisition of knowledge; (13) grouping gifted visual-spatial learners together for instruction; (14) engaging students in independent studies for group projects which involve problem-finding as well as problem-solving; (15) allowing students to construct, draw, or otherwise create visual representations of concepts; (16) using computers so that material is presented visually; and (17) having the students discuss the ethical, moral, and global implications of their learning and involving them in service-oriented projects. (CR)

ED 418 536   EC 306 345

State Plan for Vocational Rehabilitation and Supported Employment Services for Federal Fiscal Years 1998, 1999 and 2000.
PUB DATE- 97
NOTE- 259p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Agency Cooperation; *Disabilities; Due Process; Empowerment; Federal Regulation; Secondary Education; Self Management; *Severe Disabilities; State Agencies; *State Programs; *Supported Employment; *Transitional Programs; *Vocational Rehabilitation
IDENTIFIERS- *New York; Rehabilitation Act Amendments 1992; Rehabilitation Act 1973

This report outlines New York state's plan for vocational rehabilitation and supported employment services for federal fiscal years 1998-2000. Part 1 provides affirmative statements assuring that programs will be administered consistent with federal laws and regulations. Changes resulting from the federal regulations implementing the 1992 Rehabilitation Act amendments are included. Part 2 of the plan consists of attachments that describe the New York State Education Department Office of Vocational and Educational Services for Individuals with Disabilities' (VESID) plans, policies, and activities, including: (1) public comments on the state plan and the state's response; (2) views on state policies and administration; (3) transition to vocational rehabilitation services by students with disabilities; (4) personnel development; (5) policy, state plan and strategic plan changes; (6) due process procedures; (7) rehabilitation technology services; (8) personal assistance services; (9) consumer choice; (10) utilization of community rehabilitation programs; (11) explanation to support the decision not to establish an order of selection; (12) services subject to financial need; (13) statewide needs assessment of needs of individuals with severe disabilities; (14) quality, scope, and extent of supported employment services; (15) goals and plans for

Participants in the study were 213 students from 7 elementary schools in Seoul, Korea. Of the total, 183 second-grade students were placed in the regular classrooms, 30 students (grades 1-6) with Individualized Education Programs (IEP) for reading were also from the special classes. Testing materials consisted of four different tasks: oral reading tests, question-answering tests, a maze procedure, and a standardized reading comprehension subtest. In general, the results revealed that the reliabilities of the reading inventories were adequate. The scores of the oral reading tasks showed greater correlations with the criterion measures than those of the rest of the reading inventories. In addition, the oral reading measures produced a substantial discrimination (regular education students/students with reading IEPs). The subsequent analyses also revealed that the oral reading measures provided much higher validity coefficients for the students with reading IEPs. Charts illustrate statistical results. (Contains 24 references.) (Author/CR)

ED 418 555 EC 306 364

Mandeville, Howard, Ed.; Anderson, Lynda, Ed.; Lakin, Charlie, Ed.
Supporting Parents Who Have Cognitive Limitations.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, DC.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 29p.; A "Feature Issue," with all fifteen articles on the theme subject.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Children; Adults; Advocacy; Agency Cooperation; *Child Rearing; Helping Relationship; *Mental Retardation; *Parent Child Relationship; *Parenting Skills; *Parents with Disabilities; Social Services; *Social Support Groups

This feature issue focuses on strategies to support parents who have cognitive limitations to be successful in raising their children. Articles include: (1) "Encounters with Entropy: Marge's Journey from System to System" (John Franz and Pat Miles) that tells a fictional story of a mother with disabilities to illustrate the tendency of human service systems to operate independently of one another, to stay locked into rigidly structured responses, and to avoid collaborative responses; (2) "Helping Parents Be Parents" (Howard Mandeville and Polly Snodgrass); (3) "Mothers with Developmental Disabilities: Common Issues and Needs" (Bette Keltner); (4) "Parents with Cognitive Limitations: What Do We Know about Providing Support?" (Lynda Anderson and K. Charlie Lakin); (5) "Perpetuating the Sprit of Kako'o" (Stacy Kong); (6) "Supporting Parenting Rights: Arc Hennepin" (Lori Gildersleeve); (7) "Two Decades of Parent Support: Reuben Lindh Parenting Program" (Audrey Kvist); (8) "Supporting Fathers with Cognitive Limitations" (Mark D. Simpson and others); (9) "Parents with Cognitive Limitations: Challenging Myths, Changing Perceptions" (Alexander J. Tymchuk); (10) "Supporting Parents and Children during Termination of Parental Rights" (Deborah Muenzer-Doy and Lynda Anderson); (11) "Strengthening Families of Older Children" (Gwynnyth Llewellyn); (12) "The

PUB DATE- 97
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Educational Facilities Improvement; Elementary Secondary Education; *Facility Planning; *School Buildings; *School Maintenance; State Programs; State Surveys; Tables (Data)
IDENTIFIERS- *New York

This report summarizes some of the recent reports on school building needs and describes the initiatives in New York State's budget designed to address them. It also describes the environment in which school building and maintenance decisions are made, with particular attention to factors discouraging or impeding successful stratregies for school constrictuion and maintenance. Drawing upon this analysis and the results of audits, the report includes recommendations for improving the system. Some recommendations for meeting the needs in school building and maintenance include better enforcement of existing regular requirements, correcting the problems with aid formulas, reforming the existing annual inspections in school buildings, improved capital planning, mandated relief actions to decrease the cost of school construction and rehabilitation, and better reporting of facility conditions. Detailed tables list the average age of buildings, 1996 to 1997 enrollment, 10-year capital spending, and other information on each school district. (RJM)

ED 418 573 EF 005 029

McCall, H. Carl
Meeting School Facilities Needs: A Conceptual Proposal for Consideration in the 1998-99 Budget.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Facilities Improvement; *Educational Finance; *Educational Needs; Elementary Secondary Education; Facility Planning; Needs Assessment; *School Buildings; *School Maintenance; State Programs; State Surveys
IDENTIFIERS- *New York

The recent defeat of New York's statewide School Facilities Bond Act did not eliminate the pressing need for additional funds for school capital needs. This report discusses ways in which the state can meet these needs, shows how "backdoor" borrowing is not an acceptable method of financing school facilities needs, and describes methods for allocating additional funds. It explores ways to acquire building aid for critical projects, particularly under the "building aid formula," which calculates reimbursements based on a varying proportion of expenses incurred. It is recommended that, because the aid formula for distributing funds has been recently revised, any additional aid should be provided strictly on a needs basis, such as in remedying fire, health, and safety problems. The report also recommends a special process that could be used for granting 100 percent reimbursement for the most critical projects in school districts with average or below-average resources; a two-step procedure for this process is outlined. Minor maintenance aid will also need to be addressed, but it is pointed out that practicing teachers who need a resource manual for developing tasks and materials for their classrooms. The book serves as a guide for helping instructors develop classroom environments that blend listening, speaking, reading, and writing instruction and includes some two hundred activities and test sections. The first section focuses on preliminary considerations in communicative language teaching. The second section focuses on whether and how to teach grammar. The third section examines the nature of oral communication, suggests ways in which classroom communication can be more like communication in non-classroom environments, and demonstrates how classroom communication can be reoriented through the use of information-exchange tasks. The fourth section explores how reading and writing have traditionally been taught in language classes, and proposes alternative frameworks for teaching second language literacy. The last chapter in the fifth section discusses how to build a proficiency goal within a class period, across a chapter, and across a unit of material and proposes ways in which instructors can set and meet specific goals and subgoals in their teaching by using information-exchange texts. (JL)

ED 418 593   FL 025 165

Dahl, Tove
Situated Learning in Immersion Environments.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (31st, Nashville, TN, November 22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; Educational Strategies; Foreign Countries; *Immersion Programs; *Language Proficiency; Language Research; *Learning Theories; Second Language Instruction; Second Language Learning
IDENTIFIERS- Content Area Teaching; *Situated Learning

This paper looks at the nature of second language immersion learning and instruction through the lens of situated learning theory. This theory has strong relevance for language immersion practice and research. An emerging research program is introduced that is focused on the overlap of immersion learning and situated learning theory, and an initial study is discussed that explored how learners think, feel, and act during initial meetings with immersion environments. (Author/JL)

ED 418 594   FL 025 166

Boutin, France; Chinien, Christian A.
Preparing French Immersion Teachers To Infuse Technological Literacy Across School Curricula. Final Report No. 1.
SPONS. AGENCY- Manitoba Dept. of Education and Training, Winnipeg.
PUB DATE- 97
NOTE- 70p.
LANGUAGE- English; French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Literacy; Curriculum Development; *Educational Technology; Elementary Education; Foreign Countries; *French; Higher Education; *Immersion Programs;

identity development theory, that provides suggestions for ways in which college faculty coming from any cultural perspective can provide a meaningful mentoring in an effort to retain students of diversity. After discussing the role of mentoring in attracting and retaining students of diversity and the mentoring process, the paper introduces a new approach to mentoring. This model involves the building of a relationship, both inside and outside the classroom, in which faculty are sensitized to the stages of identity development that affect the mentoring relationship for students of color. It examines six stages of development (naivete, internalized negative messages and conformity, confusion, naming, reflection, and multiperspective internalization) and suggests mentoring strategies that focus on personal as well as academic development. The paper argues that developing sensitivity to issues of identity development, empowering students to find their own answers within the discipline, and advocating for students are the ultimate goals of the model. (Contains 31 references.) (MDM)

ED 418 614 HE 030 876

Michener, Barbara; Belcheir, Marcia J.
Lasting First Impressions: A Qualitative Study of Freshmen Arrival on Campus.
PUB DATE- 97
NOTE- 21p.; For related document, see HE 030 878.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Advising; Admission (School); College Choice; *College Freshmen; Higher Education; Qualitative Research; School Registration; State Universities; *Student Attitudes; Student Experience; Student Financial Aid; Student Personnel Services; Student Surveys
IDENTIFIERS- *Boise State University ID

This qualitative study examined the experiences and impressions of first-time freshmen at Boise State University (BSU) in Idaho. Twenty-five freshmen completed weekly open-ended interviews, kept journals, and participated in an end-of-term group meeting during the fall term of 1996. The results indicated that most students found getting information about BSU fairly straightforward, that the admissions process was uneventful for most, that most students attended BSU because it was close to home, and that first impressions of the university ranged from "big and scary" to only a little confusing. All students seemed to acclimate within several weeks on campus. Almost all of the students reported that it was their decision to go to college and to select their major though their families were supportive. Although most students had positive comments regarding advising, six students said that they received bad advice or no help at all. The 17 students receiving financial aid reported that the financial aid process was the most frustrating part of enrolling at BSU. An appendix provides brief biographies of the 25 participants in the study. (MDM)

ED 418 615 HE 030 877

Belcheir, Marcia J.
Freshmen Retention at Boise State University.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English

Higher Education, and Socially Marginalized Voices" (Lauree Hersch Meyer); "Diversity, Christianity, and Higher Education" (Robert G. Clouse); "Evangelical Civility and the Academic Calling" (Richard A. Mouw); "Ethics with and without God" (David W. Gill); "C. S. Lewis on Eros as a Means of Grace" (Corbin Scott Carnell); "Faith and Imagination" (Jill Pelaez Baumgaertner); "Prayer and Higher Education" (Carnegie Samuel Calian); "What We Can Learn about Higher Education from the Jesuits" (W. Ward Gasque); "The Evangelical Mind in America" (Mark A. Noll); "The Brethren and Higher Education: Tension and Tradition" (Donald F. Durnbaugh); and "J. Omar Good: The Man and His Legacy" (Earl C. Kaylor, Jr.). (MSE)

ED 418 635 HE 031 164

Orrill, Robert, Ed.
Education and Democracy: Re-imagining Liberal Learning in America.
PUB DATE- 97
NOTE- 351p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- College Curriculum; *College Instruction; *College Role; *Democracy; *Democratic Values; Educational Innovation; *Educational Philosophy; Higher Education; Information Technology; Intellectual Disciplines; *Liberal Arts; Problem Solving; Sciences; Technological Advancement
IDENTIFIERS- *Pragmatism; Problem Based Learning

Essays on democracy and liberal education include: "Re-imagining Liberal Education" (Louis Menand); "From Discipline-Based to Problem-Centered Learning" (Ellen Condliffe Lagemann); "Naming Pragmatic Liberal Education" (Bruce A. Kimball); "Cosmopolitan Pragmatism: Deliberative Democracy and Higher Education" (James T. Kloppenberg); "Pragmatism, Idealism, and the Aims of Liberal Education" (Charles W. Anderson); "Innovation in the Liberal Arts and Sciences" (Douglas C. Bennett); "Professing the Liberal Arts" (Lee. S. Shulman); "The American Tradition of Aspirational Democracy" (Elizabeth Kamarck Minnich); "Liberal Education and Democracy: The Case for Pragmatism" (Alexander W. Astin); "Dewey versus Hutchins: The Next Round" (Thomas Ehrlich); "The Stratification of Cultures as the Barrier to Democratic Pluralism" (Troy Duster); "Biology, Pragmatism, and Liberal Education" (Ernst Mayr); "Liberal Education in Cyberia" (Peter Lyman); "Placing Liberal Education in the Service of Democracy" (Nicholas H. Farnham); "Education for a World Lived in Common with Others" (Lee Knefelcamp, Carol Schneider); and "Anchoring the Future in the Past: 1931-1997" (Rita Bornstein). (MSE)

ED 418 636 HE 031 165

Komives, Susan R.; Lucas, Nance; McMahon, Timothy R.
Exploring Leadership: For College Students Who Want To Make a Difference.
PUB DATE- 98
NOTE- 345p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *College Students; *Group Dynamics; Higher Education; *Leadership Qualities; Leadership Styles; Leadership Training; Moral Values; *Organizational Development;

(Program/Project Descriptions) (141)
DESCRIPTORS- Beliefs; Change Strategies; *College Faculty; College Instruction; *College Outcomes Assessment; Educational Change; Educational Finance; *Faculty Workload; Higher Education; *Productivity; Public Opinion; *Role of Education; School Business Relationship; Trend Analysis
IDENTIFIERS- Faculty Research

This report reviews the literature and discusses issues concerning college faculty workload and productivity. Section 1 reviews the situation in the United States, noting increased interest in faculty workload issues as a result of population pressures, faltering economies, and the rising costs of higher education, especially of personnel. Section 2 looks at the role of perceptions, noting criticism by the business community and many legislators, public opinion, and views within higher education. The third section reviews recent studies on faculty workload and productivity which suggest that faculty work long hours, especially on teaching and teaching-related activities, though time spent in the classroom is relatively small. A lack of studies examining productivity in faculty teaching and service is noted. Beliefs which are barriers to solutions are discussed in the following section. These beliefs include equating teaching with lecturing and holding faculty responsible for all higher education's problems. The final section proposes some solutions. Among these are: focusing on students' learning, defining outputs, clarifying curricula and missions, realizing the potential of technology, realigning rewards for research and teaching, and encouraging new leaders and fresh ideas. Appended is an annotated bibliography of faculty workload studies. (Contains approximately 200 references.) (DB)

ED 418 656 HE 031 185

The Status of Kentucky Postsecondary Education: In Transition, 1997.
PUB DATE- 97
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; *Accountability; *College Outcomes Assessment; Community Colleges; Educational Change; *Educational Legislation; *Educational Quality; Employment; Enrollment; Equal Opportunities (Jobs); Graduate Surveys; Job Training; Outcomes of Education; Postsecondary Education; Private Colleges; Resources; State Colleges; *State Legislation; State Universities; Tables (Data); Technical Education; Technical Institutes
IDENTIFIERS- *Kentucky

This report presents tables, graphs, and narrative to describe the current status of postsecondary education in Kentucky in the context of the Kentucky Postsecondary Improvement Act of 1997. The Act changes how postsecondary education is defined (to include postsecondary technical schools) and its activities and programs measured. The first section provides a system profile with data on: universities and community colleges, postsecondary technical institutions, enrollments, degrees awarded, and personnel. Educational quality is addressed in the next section with data on ongoing assessment activities, student outcomes assessment, pass rates on licensure exams, and results of three surveys of graduate degree alumni, undergraduate degree alumni, and graduating students. The third

Federal Perkins Loan Program. Status of Default as of June 30, 1997.
PUB DATE- 98
NOTE- 381p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- Cohort Analysis; Colleges; Compliance (Legal); *Educational Finance; *Federal Aid; Government School Relationship; Grants; Higher Education; *Loan Default; *Loan Repayment; Student Financial Aid; *Student Loan Programs; Tables (Data); Universities
IDENTIFIERS- *Perkins Loan Program; *Supplemental Educational Opportunity Grants

This report is a compilation of 1997 default rates for institutions participating in the Federal Perkins Loan Program based on the cohort of borrowers who entered repayment status in the 1995-96 reporting period. Data is presented by state and individual institution and includes: (1) number of borrowers who entered repayment status in 1995-96; (2) number of borrowers (from #1) in default on June 30, 1997; (3) cohort default rate; (4) total number of borrowers in default 240 days or more; and (5) total principal amount outstanding on loans in default 240 days or more. (BF)

ED 418 676 HE 031 205

Precertification Training. Participant's Workbook. 1998-99.
PUB DATE- 98
NOTE- 664p.
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- College Administration; Compliance (Legal); *Eligibility; Federal Aid; Federal Legislation; Federal Programs; Government School Relationship; Grants; Higher Education; *Management Development; *Need Analysis (Student Financial Aid); *Program Administration; *Student Financial Aid; Student Loan Programs; Workshops
IDENTIFIERS- Family Education Loan Program; Federal Direct Student Loan Program; *Higher Education Act Title IV; Pell Grant Program

This package of training materials is intended for participants in a workshop for administrators at institutions of higher learning involved in administering student financial aid programs under Title IV of the Higher Education Act. The workshop agenda is divided into 28 sessions over five days. Sessions cover: introduction and overview; institutional eligibility; school responsibilities; Title IV reporting requirements; student eligibility; satisfactory academic progress; cost of attendance, expected family contribution, and need; overview of refunds and repayments; overview of overawards and overpayments; evaluation and Inspector General presentation; the Free Application for Federal Student Aid; paper and electronic applications; federal output documents; verification, updating, and corrections; federal need analysis; adjustments and professional judgment; calculating federal Pell Grant award amounts term--based using credit hours; calculating

(150)
DESCRIPTORS- Adult Basic Education; *Community Education; Developing Nations; Economically Disadvantaged; Foreign Countries; *Functional Literacy; Illiteracy; Job Skills; *Job Training; *Literacy Education; Nontraditional Education; Poverty; Poverty Areas; Program Development; Tables (Data); *Womens Education
IDENTIFIERS- *Philippines

After an analysis of 1990 Philippines National Statistics Office data showed a high incidence of illiteracy among women in the fishing villages, a project, Community Learning Approach (CLA), was developed to raise the literacy level. It was designed as an alternative delivery system of educating women in 24 villages for functional literacy and organizing themselves for empowerment to undertake livelihood projects to augment their income. Components were the following: assessment of the clientele on their socioeconomic status; development and translation of literacy instructional materials; recruitment and training of functional literacy facilitators; organization and conduct of functional literacy classes; livelihood skills training; organization for community development; and monitoring and evaluation. Assessment of clientele showed that more than one-half were housekeepers and fish vendors living in extreme poverty. Advocacy and social mobilization were done with active involvement and assistance of local government and other agencies. Content of literacy classes included health and sanitation, family life, child care, nutrition and food preparation, and food production. Community learning centers where classes were conducted were set up. Almost one-half of project graduates had their own livelihood projects, such as dressmaking, bag making, snack preparation, and buying and selling. (Seven data tables are appended.) (YLB)

ED 418 219   CE 075 490

Napitupulu, Washington P.
Are the Ideas of Learning Kejar Packet A of Indonesia Still Valid?
PUB DATE- 97
NOTE- 8p.; Paper presented at the Asia Literacy Regional Forum (Manila, Philippines, May 5-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Basic Skills; *Dropout Programs; Dropouts; Foreign Countries; *Helping Relationship; Illiteracy; *Literacy Education; *Program Effectiveness; Success; Supplementary Reading Materials; Tutors
IDENTIFIERS- *Indonesia

Introduced in Indonesia in 1977, the Learning Kejar Packet A (LKPA) is an educational program for low-literate people and primary school dropouts. The 20-year-old program is still flourishing, but are its ideas still valid and what are the secrets of its longevity? The first reason probably lies in the contents and design of the learning materials called Packet A. The contents---knowledge, skills, and attitude--are closely linked to real-life situations. Motivating factors are also built in. The second reason might be found in the word "kejar," which means literally "to catch up." Kejar is also two acronyms--bekerja (ke) meaning to work and belajar (jar) meaning to learn and kelompok (ke) belajar (jar) meaning learning group. These three meanings have become the essential characteristics of LKPA. The third reason might lie in LKPA's delivery system.

of formalized continuing training, policy design and content validation, recogition, and certification); and new training practices, training policy, and employment and labor relations policies (links between forms of training in enterprises and initial and continuing training policies, consequences for employment and the labor market, reversibility and irreversibility of new forms of organization, actors and the social dialogue). The bibliography contains 143 references. (MN)

ED 418 237 CE 076 126

Grunewald, Uwe; Zimmer, Gerhard; Sauter, Edgar
The Role of the Company in Generating Skills: The Learning Effects of Work Organisation. Germany. CEDEFOP Document.
PUB DATE- 93
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Case Studies; Continuing Education; *Education Work Relationship; Financial Support; Foreign Countries; Industrial Training; *Job Training; Labor Force; Learning Processes; Learning Theories; National Surveys; On the Job Training; Postsecondary Education; Role of Education; *Skill Development; Synthesis; Theory Practice Relationship; *Training Methods; Training Objectives; *Vocational Education; Work Environment
IDENTIFIERS- *Germany; *Learning Organizations

This document reports the findings of a 3-year study of company strategies and the training impact of labor organization in Germany. Among the topics discussed in the theoretical overview presented in section 1 are the following: the growing importance of learning in a working environment; Germany's continuing training "system" and funding structures; acquisition of skills in a working environment; structures explaining the process of acquisition of job skills in firms; regional training and continuing training structures; national variables explaining the development of training and continuing training structures; and the context for analysis of learning processes at the workplace. Section 2 consists of three case studies that were selected as being illustrative of the following: use of work-related skilling processes to update the skilling capacity of vocational training; use of group work as a form of work organization as part of continuing training at the workplace; and use of a newly introduced office communications system as a means of skilling at the workplace. Part 3 is a synthesis report that examines the case study findings regarding learning processes at the workplace and basic conditions and factors influencing learning at the workplace. The bibliography contains 13 references. (MN)

ED 418 238 CE 076 132

Sticht, Thomas G.; McDonald, Barbara A.; Erickson, Paul R.
Passports to Paradise: The Struggle To Teach and To Learn on the Margins of Adult Education.
PUB DATE- 98
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Basic Skills; Cultural Differences; Educational Improvement; Educational Policy; English (Second Language); Inner City;

twice as many Pennsylvania graduates continued their education at the doctoral level; and more Alabama graduates were actually teaching home economics. (Appendixes contain 15 references and 4 tables.) (YLB)

ED 418 256 CE 076 166

Warmerdam, John; van den Tillaart, Harry
Sectoral Approach to Training. Synthesis Report on Trends and Issues in Five European Countries. CEDEFOP Document.
PUB DATE- 97
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Delivery Systems; Education Work Relationship; Educational Needs; *Educational Policy; *Educational Research; Educational Trends; Employer Employee Relationship; Foreign Countries; *Job Training; Needs Assessment; Networks; Partnerships in Education; Policy Formation; Postsecondary Education; *Private Sector; Professional Associations; Research Needs; Small Businesses; Synthesis; Training Methods; Trend Analysis; *Vocational Education
IDENTIFIERS- *Europe

The opportunities and limitations of a sectoral approach to training research and policy were examined through the commissioning and analysis of reports on trends and issues in five European countries: Belgium; France; Germany; Greece; and the Netherlands. Special attention was paid to the opportunities of sectoral initiatives for small and medium-size companies and the interconnectedness of training initiatives and the social dialogue between employer and employee associations. "Sector" was defined broadly as an economic and sociopolitical category. The prospects for a sectoral approach in training research were said to be favorable because the relevance of a sectoral approach will likely increase in the coming years as a result of a general trend to decentralize training. Practical opportunities for applying a sectoral approach to training research were found to differ strongly from country to country and from sector to sector within countries. After an examination of the possible roles of individual firms, company networks, professional associations, and regional-sectoral partnerships in formation and implementation of sectoral policies training, it was concluded that sectoral training policies should be connected and completed with training initiatives at the subsectoral and cross-sectoral levels. A conceptual model for analyzing sectoral training systems was proposed. (Contains 41 references.) (MN)

ED 418 257 CE 076 167

Cardon, Phillip L.; Scott, Michael L.
The Utilization of Problem Solving for the Disabled.
PUB DATE- 98
NOTE- 17p.; Illustrations may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Classroom Techniques; College Students; *Disabilities; Elementary Secondary Education; Higher

at client sites seemed least concerned about the social changes in the workscape. Salespeople's' reactions were mixed. The technical consultants who had worked closely together had a difficult time adjusting. (Contains 65 references.) (YLB)

ED 418 276 CE 076 202

Becker, Franklin; Rappaport, Andrew J.; Quinn, Kristen L.; Sims, William R.
Telework Centers. An Evaluation of the North American and Japanese Experience. Workscape 21: The Ecology of New Ways of Working.
PUB DATE- 93
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Computer Centers; *Decentralization; Foreign Countries; Information Technology; Job Satisfaction; *Office Automation; Office Management; *Organizational Change; *Telecommunications; Work Environment; Workstations
IDENTIFIERS- Canada; *Japan; *Telecommuting

Telework Centers are work locations used by firms to acommodate staff who live near the telework center location. A study examined the impact of using telework centers on communication, work groups/departments, performance, supervision, travel/environment, and type of work done in various locations. A case study approach was used to investigate 10 telework centers and 2 resort offices in the United States, Canada, and Japan. Questionnaire, interview, and archival data were collected. Telework centers had primary (transportation issues, economic development, marketing) and secondary drivers (quality of life, cost reduction, better way of working, disaster recovery). Goals and objectives for telework centers related to the drivers were reducing traffic congestion and employee stress due to commuting and promoting use of new telecommunications and economic development in rural areas. Standard technology at most telework centers included telephones, computers and modem, printers, fax machines, and copy machines. Employees were very positive about their experiences; telework centers enhanced their productivity. Japanese workers experienced a greater sense of social isolation and difficulty in self-management. Self-reports consistently showed greater productivity. Remote work required new management attitudes and skills, such as skills related to setting clear performance and quality targets. Telework center use patterns appeared to reduce fuel consumption and traffic congestion. (Appendixes, amounting to over one-half of the report, include case studies of telework centers and resort offices, interview questions, and 32 references.) (YLB)

ED 418 277 CE 076 203

Becker, Franklin; Quinn, Kristen L.; Tennessen, Carolyn M.
The Ecology of Collaborative Work. Workscape 21: The Ecology of New Ways of Working.
PUB DATE- 95
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Collegiality; *Cooperation; Human Factors Engineering; Interpersonal Relationship;

Pathways and Participation in Vocational and Technical Education and Training.
PUB DATE- 98
NOTE- 392p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Developed Nations; Educational Change; *Educational Development; *Enrollment Trends; Foreign Countries; *Job Training; Postsecondary Education; *Role of Education; Secondary Education; Student Participation; *Technical Education; Trend Analysis; *Vocational Education
IDENTIFIERS- *Organisation for Economic Cooperation Development

This document presents 10 national reports on widely differing traditions regarding vocational and technical education and training (VOTEC) in Organisation for Economic Cooperation and Development countries. Chapter 1, "Synthesis of Country Reports" (Claude Pair), covers programs and pathways, quantitative trends in participation, and hypotheses concerning development of VOTEC participation. The next 10 chapters are the country reports that provide information on the respective educational systems, in particular the training streams that come under VOTEC, as well as data on the participation in different kinds of instruction and training. They also show the first attempts to analyze and explain the systems, which may reflect the impact of recent reforms. Chapters 2-11 are as follows: "Australia" (Department of Employment, Education, and Training); "Austria" (Lorenz Lassnig); "Denmark" (Roland Osterlund); "England, Wales, and Northern Ireland" (David Short); "France" (Claude Pair, Sylvie Lemaire); "Germany" (Gernot Weisshuhn, Felix Buchel); "Italy" (Marinella Giovine); "The Netherlands" (Elly de Bruijn, Eva Voncken); "Quebec" (Lili Paille); and "Switzerland" (Anna Borkowsky, Philipp Gonon). The country reports may contain data tables, data analyses, and a bibliography. Chapter 12, "Conclusion: Where Are Pathways Going? Conceptual and Methodological Lessons from the Pathways Study" (David Raffe) stresses the importance of basic concepts and methods used and the consequences for future research. (YLB)

ED 418 296 CE 076 233

SHADES: A Resource Manual for Diversity Awareness. Information Collection & Exchange R0104.
PUB DATE- 96
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Cultural Awareness; *Cultural Differences; Ethnic Groups; Ethnicity; *Inservice Education; Learning Activities; Minority Groups; *Multicultural Education; Voluntary Agencies; *Volunteer Training; Volunteers
IDENTIFIERS- *Peace Corps; *United States

This resource manual is designed to provide Peace Corps trainers, trainees, and volunteers with an opportunity to learn more about diversity in the United States so they may help others they are serving to understand what it means to be an American. Section I contains six activities for preservice training: Just the Facts; If I Were; Stereotypes: A Role Play; Panel Discussion of Diverse Volunteers; Subject Bomb; and Diversity Dialogues. Section II has four activities for inservice language and cultural training: Strategy Talk; Dispelling the are included: "Vignettes in the History of the Internet" (Jay Stephens); "Acceptable Use Policy" (Billie J. Herrin, Jon Robinson); "Policing the Internet: Developing an Acceptable Use Policy" (Wayne A. Moore, Raymond Rakvic, Jr.); "Career Development" (Nancy D. Zeliff); "Basic Business and Personal Finance" (Jim Mansfield, Lonnie Echternacht); "Internet Tools" (Ken Quamme, Kent Quamme); "The Development of an Internet-Based Course Support System for an Introductory Computer Course" (William C. Ward, III); "Online International Business" (Robert J. Matyska, Jr.); "Use of the Internet in Management and Marketing" (Bobbye J. Davis, Josie V. Walker); "Integrating the Internet into a Methods Class" (Margaret J. Erthal); "Internet Use in Document Processing and Computer Applications" (Dennis Boldt, Nancy Groneman); "The Cyberprofessional Association" (Bridget O'Connor, Michael Bronner); "Using an Intranet in Business Education" (James E. Bartlett, II); "Community Networks: Pathways to a Revitalized Society" (Douglas Schuler, Cynthia Denton, Larry Denton); and "Beyond the Internet: A Virtual Education Environment" (Hazel R. Walker). A few papers include substantial bibliographies. (MN)

ED 418 315 CE 076 274

Long, Ellen
The Impact of Basic Skills Programs on Canadian Workplaces. Results of a National Study for ABC CANADA Literacy Foundation. Second Edition.
SPONS. AGENCY- Human Resource Development Canada, Ottawa (Ontario).
PUB DATE- 97
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Programs; *Basic Skills; *Education Work Relationship; Educational Benefits; Educational Needs; Educational Objectives; Educational Practices; Employer Attitudes; Employer Employee Relationship; Foreign Countries; *Literacy Education; National Surveys; *Outcomes of Education; Program Implementation; Questionnaires; Unions; *Workplace Literacy
IDENTIFIERS- *Canada; Impact Studies

This report was based on telephone interviews with 86 individuals from 53 workplaces across Canada. The study sample included a diverse range of workplace types and sizes from both large and small communities. Of the eligible workplaces contacted, 93% were able to participate. The interview questions focused on why workplaces started basic skills programs, how the programs were organized, and how the programs affected the workplaces. The study confirmed that basic skills programs are having a dramatically positive impact on workplaces throughout Canada. The main motivator for starting basic skills programs was the need for reading, writing, and verbal communications resulting from training requirements and technological developments. Half the basic skills programs mentioned were coordinated by joint labor-management committees, and 47% were coordinated by the company alone. The following were among the benefits of basic skills programs cited by a majority of respondents: increase participants' confidence levels; influence workers' basic skills in ways that benefit the workplace; improve participants' ability to solve problems and work independently; help workplaces retain employees over time; and improve labor relations. (Appended are a list of participating workplaces and unions and the survey questionnaire.) (MN)

ED 418 333 CE 076 320

Employment, Training, and Literacy Enhancement Act of 1997. Report of the Committee on Education and the Workforce, House of Representatives, on H.R. 1385 Together with Additional and Dissenting Views Including Cost Estimate of the Congressional Budget Office , 105th Congress, 1st Session.
PUB DATE- 97
NOTE- 566p.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accessibility (for Disabled); Compliance (Legal); Demonstration Programs; *Disabilities; Education Work Relationship; Educational Improvement; *Educational Legislation; Employment Problems; *Employment Programs; *Federal Legislation; Government School Relationship; *Job Training; *Literacy Education; Postsecondary Education; Secondary Education; Tech Prep; Technical Education; Vocational Education
IDENTIFIERS- Congress 105th; *Employment Training and Literacy Enhance Act 1997

This document contains the text of the Employment, Training, and Literacy Enhancement Act of 1997, as amended by committee, including the titles that cover the following: general provisions; employment and training programs for disadvantaged youth; federally administered programs; adult education programs; miscellaneous provisions; the State Human Resource Investment Council; the Wagner-Peyser Act; technical and conforming amendments; effective date and transition provisions; general provisions; vocational rehabilitation programs; research and training; training and demonstration projects; National Council on Disability; rights and advocacy; employment opportunities for individuals with disabilities; independent living services and centers for independent living; special demonstrations and training projects; the Helen Keller National Center Act; and effective date. The document includes section-by-section analysis of the amendments, additional and minority views, and cost estimates from the Congressional Budget Office. (KC)

ED 418 334 CE 076 321

Berlin, Gordon; Bancroft, Wendy; Card, David; Lin, Winston; Robins, Philip K.
Do Work Incentives Have Unintended Consequences? Measuring "Entry Effects" in the Self-Sufficiency Project.
SPONS. AGENCY- Human Resource Development Canada, Ottawa (Ontario).
PUB DATE- 98
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Programs; Control Groups; Demonstration Programs; *Employment Programs; Experimental Groups; Foreign Countries; *Incentives; One Parent Family; *Program Effectiveness; *Public Policy; *Welfare Recipients
IDENTIFIERS- Canada; Impact Studies; *Self Sufficiency; *Welfare to Work Programs

The Self-Sufficiency Project (SSP) is a Canadian social demonstration and research project designed to test an employment alternative to welfare. The SSP makes work pay by

IDENTIFIERS- Adolescent Behavior; Family Adaptability Cohesion
  Evaluation Scales

The hypotheses of the current study attempt to expand and refine what is currently known about the relationship between family types and actual behavioral adjustment as reported by older adolescents. High school seniors (N=2250 in 14 high schools in the middle South region) indicated their level of personal participation in a variety of problem and conventional behaviors and their perceptions of their families via the FACES II. Based on their scores (using the current linear scoring of the adaptability and cohesion subscales), students were assigned to one of four family types, representing the environment (by their own perceptions) in which they were reared: balanced, moderately balanced, mid-range, or extreme. Significant MANOVA results for family type were found within the combined gender sample and for females separately--but not for males--when gender (used with the combined-gender sample), SES, and family structure were statistically controlled. When adaptability and cohesion dimensions were considered separately, cohesion was a powerful predictor of behavioral adjustment, especially for females, but adaptability was unrelated to behavioral adjustment in any of the groups (combined gender, males only, females only). These results call into question the continued use of the adaptability dimension as measured by FACES II. (Contains 36 references.) (EMK)

ED 418 352   CG 028 371

Boller, Janet L.; Lee, Sandra S.
Nonsexual Touch, Self-Disclosure, and Friendship in the
  Therapeutic Setting: A Discussion of Boundary Issues.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; Counseling Techniques; *Counselor Client
  Relationship; Ethics; Friendship; Interpersonal Relationship;
  *Psychotherapy; Termination of Treatment
IDENTIFIERS- *Boundaries

Conflict over appropriate treatment boundaries has been an issue since the time of Freud. To better understand these boundaries, some traditional, humanistic and feminist models which range from conservative, strict boundaries to more liberal or relaxed boundaries are considered here. The ethical considerations and implications of nonsexual touch, post-treatment friendship, and therapist self-disclosure are addressed under the common theme of boundary construction. The goal of this work is to provide a framework for designing and understanding boundary violations. Current literature is reviewed briefly to highlight opposing views as well as to facilitate a working knowledge of the nature of the ethical dilemmas raised in boundary construction. Finally, an alternative theoretical approach for decision-making is proposed. (Contains 24 references.) (EMK)

ED 418 353   CG 028 372

Schatz, Mona Struhsaker; Zimmerman, Toni Schindler; Watson,
  Catherine
Changing Problem Behavior Using Solution Parenting.
SPONS. AGENCY- Colorado State Dept. of Human Services, Denver.
  Div. of Child Care.
PUB DATE- 96
NOTE- 83p.; For related document, see CG 028 373.

with a brief description of using the signs to shape intervention practices); (4) "Getting Help for Troubled Children," describing what to do when intervening early with students who are at risk for behavioral problems, when responding with intensive interventions for individual children, and when providing a foundation to prevent and reduce violent behavior; (5) "Developing a Prevention and Response Plan," offering suggestions for such plans; (6) "Responding to Crisis," describing what to do when intervening during a crisis to ensure safety and when responding in the aftermath of crisis; (7) "Conclusion"; and (8) "Methodology, Contributors and Research Support," describing the rigorous development and review process used in producing the guide, and providing information about the project's World Wide Web site. A final section lists resources that can be contacted for more information. (AA)

ED 418 373 CS 013 040

Jones, Lex
Reading National Assessment.
PUB DATE- 96
NOTE- 11p.; Paper presented at the World Literacy Conference (Philadelphia, PA, March 12-15, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *British National Curriculum; Foreign Countries; *Literacy; Primary Education; *Standardized Tests; Test Reliability; Test Validity; Testing Programs
IDENTIFIERS- Authentic Assessment; England; Wales

In England and Wales, a National Curriculum initiated in 1988 was designed to ensure that all schools provided a curriculum which represented different areas of knowledge. The past 20 years has increasingly seen more emphasis on the link between the financial amounts spent on education and subsequent return on this money. The impact of the National Curriculum and the related tests is filtering down the educational ladder. A consequence could well be a preschool National Curriculum. Formal trials of Standard Assessment Tasks (SATs) were conducted on a sample size of over 6,000 7-year-old children from a range of schools across England. However, recognized standards of validity and reliability seem remarkably absent in the model of SATs. What worries the teaching profession is ranking schools on merit from the results obtained across particular subjects on tests which have weaknesses. There seems to be a national isolationism with respect to appropriate approaches to testing literacy. A significant lesson from this experience is the importance of having teachers as part of the process. The revised National Curriculum with "level descriptions" for teaching and learning is a step forward in putting the child at the center of the assessment process. Government recognition that primary teachers need more help with the complexities in assessing children's progress is another welcome step. The wealth of international experience should be harnessed to refine national assessment to alleviate the expensive trial and error initiatives. (Contains 18 references.) (RS)

ED 418 374 CS 013 142

in the United Kingdom (UK). The first part of the paper examines the literature informing the current model showing the marked absence of studies on the role played by siblings as mediators of literacy in a new linguistic and cultural environment. The second part of the paper presents an analysis of reading sessions taking place in a group of Bangladeshi origin families living in London, England, and shows ways in which older siblings provide finely-tuned "scaffolding" closely adjusted to the reading ability of the individual child. Through a combination of ethnographic and ethnomethodological approaches, a complex syncretism of Qur'anic and school literacy practices is revealed in the interaction between child and older sibling. Finally, a comparison between home and school reading sessions shows how a more detailed knowledge by the teacher of her linguistic minority children's home reading patterns may enable her to build more successfully upon their existing learning strategies. (Contains 61 references and two figures.) (Author/CR)

ED 418 391 CS 013 166

Fernandez, Melanie
Reading/Writing Connection.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; Cognitive Processes; Decoding (Reading); Elementary Secondary Education; Instructional Improvement; Integrated Activities; *Reading Instruction; *Reading Writing Relationship; *Writing Instruction; *Writing Skills
IDENTIFIERS- *Reading to Write

In the past, students and teachers alike viewed reading and writing instruction as two separate entities. Reading and writing instruction was often characterized by linear and behaviorist theories and methods, with students rarely coming away from their schooling experience with confidence in and respect for their own writing. To both read and write, students needed to be able to create and receive information in terms of punctuation, spelling, grammar, and decoding, and to be adept at accessing and utilizing such cognitive processes as gathering ideas, questioning, and hypothesizing. Structural knowledge of text facilitates reading comprehension and leads students toward logical and cohesive writing. Students who write about their readings in a relevant and authentic manner become more engaged with the text and comprehend the content presented more fully. Writings calling for clarification or organization of ideas presented in text would be more beneficial than summarizing or outlining of material. In responding to text in a more comprehensive fashion (clarification or organization of ideas), readers become involved in a dialogue with the author through the text. This has strong implications for content area instruction, also for the clarification of thoughts and ideas in general. Central to the reading/writing process as it is addressed in a whole language environment is the idea of student as reader-author. The reading/writing connection can be described as reading and writing together and in concert forming a strong bond enabling the birth and nurturing of literacy. (Contains eight references.) (CR)

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *Creative Writing; *Fiction; Higher Education; *Literary Devices; Writing Exercises; *Writing for Publication; *Writing Processes; *Writing Strategies
IDENTIFIERS- Points of View (Writing); Structural Constituents

Based on the idea that no piece of fiction will work without a strong infrastructure, this book explores how writers do what they do. The book uses anecdotes, helpful examples, and imaginative exercises to build a step-by-step approach to the structure of the short story and novel, always keeping in mind beginning and improving writers. Following an introduction, the book is divided into two broad sections--The Elements of Structure and Forms and Structures. The first section contains the following chapters: (1) "Sources for Fiction"; (2) "Openings in Fiction"; (3) "Third-Person Point of View"; (4) "First-and Second-Person Points of View"; (5) "Constructing Characters"; (6) "Conflict in Fiction"; (7) "Continuing Conflict"; (8) "Endings in Fiction"; and (9) "Revision." The second section contains these chapters: (10) "Novel vs. Short Story"; (11) "Short Shorts, Novellas, Novels-in-Stories"; and (12) "Experimental Fiction." (NKA)

ED 418 414 CS 216 295

Kaplan, David Michael
Revision: A Creative Approach to Writing and Rewriting Fiction.
PUB DATE- 96
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *Creative Writing; *Fiction; Higher Education; Holistic Approach; Literary Devices; *Revision (Written Composition); *Writing for Publication; *Writing Strategies
IDENTIFIERS- Professional Writing; *Revision Processes

This book focuses on three types of revising: revising for style, revising for structure, and revising for meaning. The book's author shows, step by step, how three of his own short stories evolved from journal musings and early drafts to final, published versions. In addition, points are illustrated with examples from other contemporary writers. The book offers a personal look at how fine fiction emerges through revision. It teaches the writer how to rewrite for tighter plots, deeper characters, stronger dialogue, more evocative description, and ultimately, more fully realized fiction. The book takes the writer through every stage of the writing process, providing strategies and criteria to help pinpoint problems and fix them. It discusses the danger of the "sacred" first idea; common problems of first drafts; common stylistic glitches, such as imprecise language and weak sentence structure; and problems of "too little" (insufficient dialogue, action, description) or "too much (ruminations, repetition, tangents). (NKA)

ED 418 415 CS 216 300

Shaw, Linda Newcome
Language Arts Portfolios in the Elementary Classroom.
PUB DATE- 98

Instructional Effectiveness; *Language Usage; *Punctuation;
*Skill Development; *Writing Skills
IDENTIFIERS- *Interactive Teaching

This computer program offers comprehensive English lessons for grades 3-4, focusing on usage and punctuation. Lessons are targeted to specific skills, and children earn tokens to play eight logic and action games. The program features imaginative graphics; teacher-approved, step-by-step lessons; individualized instruction tailored to the student's skill level; comprehensive coverage of the subject area; on-screen help every step of the way; progress reports for both children and parents; voices that offer instruction in every lesson; and music and sound effects. (NKA)

ED 418 436 CS 216 328

Lynch, William Mark
An Investigation of Writing Strategies Used by High Ability Seventh Graders Responding to a State-Mandated Explanatory Writing Assessment Task. Draft.
PUB DATE- 98
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Construct Validity; Grade 7; Interviews; Junior High Schools; *Planning; Protocol Analysis; *Writing Evaluation; *Writing Processes; Writing Research; *Writing Strategies
IDENTIFIERS- *Maryland Writing Test; Self Monitoring

A case study investigated the writing strategies use by high ability seventh graders (n=4) responding to explanatory tasks from the Maryland Writing Test (MWT), a state-mandated writing assessment. Central questions were: (1) what are the writing strategies elicited by the MWT?; (2) what evidence is revealed of participants' self-monitoring strategies?; and (3) what is revealed about the origins of participants' writing strategy knowledge? Another goal was to test the efficacy of utilizing the case study approach in a construct validity writing assessment study. Data included think-aloud protocols, observer notes, interviews with participants and their language arts teachers, and participants' written responses. Findings included: (1) participants spent more time in drafting and revising than on prewriting; (2) although participants clearly exhibited individual differences, the MWT elicited more translating and reviewing actions than planning actions from all participants; (3) most participants' planning actions were content related; (4) rereading of text and reviewing for word and sentence concerns made up the largest part of reviewing actions; (5) actions categorized as self-monitoring were low for all participants, but the highest and lowest scoring participants had the highest proportions; (6) data revealed instructional emphasis on a multi-stage writing process, content planning strategies, and other elements of current writing instruction and influences on motivation, content planning, and reviewing; and (7) participants identified teachers, parents, peers, books, and media as contributing to writing knowledge. Data support the MWT's validity in eliciting responses which represent a construct of writing representing the recursive, hierarchical, and complex nature of composing. (Contains 66 references, four data tables, and six appendixes

Christopher; Hillary Rodham Clinton; Senator Edward Kennedy; Senator Carol Moseley-Braun; Janet Reno; Jane Alexander; and Johnetta B. Cole. Several speeches in the collection discuss how to define free speech and describe the particular areas in which First Amendment rights are most often called into question. The section on religion discusses church burnings in the South, and the section on race contains speeches which counsel against ethnic and religious differences. The section on arts and humanities contains speeches which lament cuts in public, private, and corporate spending on arts and humanities, suggesting that such cuts are undermining American cultural and educational institutions. The collection also contains a cumulative speaker index, 1990-1997. (NKA)

ED 418 458   CS 509 826

Scott, David K.
Debating Values: Key Issues in Formatting an Argumentative Case.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; Debate Format; High Schools; Higher Education; *Persuasive Discourse; *Values
IDENTIFIERS- Argumentation Theory; *Intercollegiate Debate Topic; Lincoln Douglas Debate Style; *Value Proposition Debate

This paper analyzes the components of an "ideal" debate using a non-policy proposition. It is argued that debates using non-policy propositions are currently plagued by a variety of problems. Value propositions on the college level are dissimilar to the value propositions used in high school Lincoln-Douglas debate. Many debaters are somewhat pre-deterministic in their selection of value(s) to advocate in relation to the debate proposition. There is a lack of understanding in the debate community regarding the role of criteria as a prima facie issue. There are abusive debate practices that generally permutate resolutions of value into de-facto policy propositions. This paper outlines a preferred argumentative process when debating an intercollegiate proposition of value. Specifically, it is concluded that the adoption of "real world" models of value adjudication would improve the argumentative quality of college debate rounds. (Contains 19 references.) (Author/NKA)

ED 418 459   CS 509 827

Scott, David K.
Diana's Eulogy: Breaking New Ground in Epideictic Rhetoric?
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; Discourse Analysis; *Persuasive Discourse; Political Issues; *Public Speaking; Rhetorical Criticism; *Rhetorical Invention
IDENTIFIERS- Eulogies; *Funeral Orations; Public Discourse; Rhetorical Genres

Organizations" (Arne L. Kalleberg and Kathryn Schmid); chapter 14, "Organizational Patterns of Gender Segregation" (Donald Tomaskovic-Devey, Arne L. Kalleberg, and Peter V. Marsden); chapter 15, "Gender Differences and Organizational Commitment" (Peter V. Marsden, Arne L. Kalleberg, and Cynthia R. Cook); and chapter 16, "Conclusions and Prospects" (Arne L. Kalleberg, David Knoke, Peter V. Marsden, and Joe L. Spaeth). (Contains approximately 360 references, an author index, a subject index.) (RJM)

ED 418 478 EA 028 961

Educational Leadership and Administration: The Annual Journal of the California Association of Professors of Educational Administration. Volume 9.
PUB DATE- 97
NOTE- 138p.; Published annually.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Educational Administration; Elementary Secondary Education; *Instructional Leadership; *Leadership; Models; Principals; Professional Education; *Program Development; School Administration; Teacher Attitudes; Teachers

The 10 articles in this 1997 issue cover a wide range of research. Each of the articles addresses one of the seven questions: "What do we know about leadership capacity and how is it built?" "How do we work with those enrolled in leadership preparation programs to enable these future leaders to build leadership capacity in schools?" "How do we approach the work of shifting power and authority relationship in schools?" "Are there examples of resilient schools that thrive despite 'tough' issues?" "When do schools 'self-organize' and what are the indicators by which we know this? and How do we build a 'leadership consciousness' among all educators?" "What promising strategies promote this form of collaboration, especially among teacher educators?" and "How do we reconceptualize The articles on teaching are: "Building Leadership Capacity in Schools: Implications for Administrative Preparation" (Linda Lambert); "Emerging Constructs of Power: Teacher Beliefs Embedded in Practice with Implications for School Leadership" (Michele Acker-Hocevar, Patricia A. Bauch, and Barbara T. Berman); "Reconceptualizing Leadership in Culturally Diverse Settings: A Learning Community Model" (Mark K. McCullough, Magaly Lavadenz, and Shane P. Martin); "Building Leadership Capacity by Writing and Reflecting on Stories of Practice" (Arnold B. Danzig); Educational Administration Jeopardy: If Constructivist Leadership Is the Answer, What Is the Question?" (Dean S.T. Cascadden). The articles on program development are: "Preparing for the Principalship: Lessons from Other Professions" (John D. Caresh); "Practicing Leadership: Differential Effects from Administrative Field Placements" (Janet Chrispeels); "Unleashing the Power of the World Wide Web in Educational Administration" (Linda C. Orozco); "Induction Plan Assessment: Relating Academic Preparation to Performance Skills" (Donald G. Coleman and R. C. Adams); and "A Constructivity Approach to the Authentic Assessment of Educational Leadership Students" (Jose A. Lopez and Marianne Camp). (RJM)

ED 418 479 EA 028 967

Firestone, William A.; Goertz, Margaret E.; Natriello, Gary
From Cashbox to Classroom: The Struggle for Fiscal Reform and

practice of problem identification and problem solving and teachers are ever-learning professionals. How-to steps on improving schools are presented, such as assessing current local school conditions sincerely and honestly. The book also describes the important dimension of evaluation and demonstrates ways to assess schools, teachers, and students that are consistent with the view of an ideal school. (Includes an index and contains approximately 290 references.) (RJM)

ED 418 499 EA 029 007

Reed, B. J.; Swain, John W.
Public Finance Administration. Second Edition.
PUB DATE- 97
NOTE- 370p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accounting; Budgeting; *Educational Finance; Elementary Secondary Education; Expenditures; *Financial Policy; *Money Management; *Public Administration

This book is intended for the nonexpert in finance who has a public administration background. It opens with a broad introduction to public finance administration and how this job is related to public budgeting, the practice of public-sector accounting, and the economic concepts of money and value. Issues surrounding public revenue, its sources, and valuative criteria are covered at length, as are the ways in which money and value are administered. Forecasting and estimating public funds are detailed along with tips on creating cost analysis. Other chapters deal with the technical areas of managing cash flow, investment, debt administration, investment administration, risk, purchasing, capital budgets, and the financial components of human-resource management, particularly personnel and pension administration. The book looks at the valuative sides of public finance, such as auditing, assessing financial conditions, and the emerging use of development finance. Each chapter features discussion questions and a list of selected readings. (Includes an index.) (RJM)

ED 418 500 EA 029 010

Loehrer, Michael C.
How To Change a Rotten Attitude: A Manual for Building Virtue and Character in Middle and High School Students.
PUB DATE- 98
NOTE- 195p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attitude Change; Attitude Measures; Behavior Modification; *Behavior Problems; Change Strategies; High School Students; Intermediate Grades; Middle Schools; Secondary Education; *Student Behavior; *Student Development; Student Problems
IDENTIFIERS- Middle School Students

This book presents ways in which teachers can build virtue and character in middle and high school satudents. The text is

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Decision Making; *Delivery Systems; *Disabilities; *Early Childhood Education; Family Programs; Guidelines; Individualized Education Programs; Integrated Services; Mainstreaming; Paraprofessional Personnel; Personnel; *Program Development; *Special Education; State Standards; Teamwork
IDENTIFIERS- Case Management; *North Dakota

This chapter from a North Dakota guide for early childhood special education personnel focuses on program planning for young children with special needs. Following an introduction, the first section presents the North Dakota program guidelines, including eligibility of students, an explanation of the approval of services process, a description of the service delivery system, and recommendations regarding transition and size of enrollment/ caseload, and use of support personnel. Following these guidelines, there is a discussion of family services, both required and supplementary. The following section addresses program services in terms of provisions for meeting least restrictive environment requirements, and the service delivery system. Guidelines are then offered for the individualized education program (IEP) planning process with emphasis on those components which differ from the IEP that is developed for children who are of school age. Team decision-making relative to service in the least restrictive environment (LRE) is addressed, with alternative procedures and examples suggested. A sample LRE planning worksheet is offered. Appendices include: crosswalk for reporting service settings and amount of time by service setting on the SPECIS Record Entry Form and IEP; definitions of eligibility; and an alternative procedure to identify the most apropriate learning environment. (DB)

ED 418 520 EC 306 327

Early Childhood Special Education for Children with Disabilities, Ages Three through Five: Staff/Facilities.
PUB DATE- 96
NOTE- 16p.; One of three main sections contained in EC 306 324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; *Early Childhood Education; *Educational Facilities; Educational Facilities Planning; Guidelines; *Paraprofessional School Personnel; *Preschool Teachers; School Administration; *Special Education; Special Education Teachers; State Standards; Teacher Qualifications
IDENTIFIERS- *North Dakota

This chapter from a North Dakota guide for early childhood special education personnel focuses on staff and facilities for programs for young children with special needs. Following an introduction, the first section presents North Dakota guidelines concerning qualification of teachers, physical facilities, required instructional time, and equipment and materials. The following section describes the roles and responsibilities of staff in various staffing patterns, including the early childhood special education teacher, related service personnel, aides (paraeducators), and supported employment funds; (16) evidence of collaboration regarding supported employment services and extended services; and (17) outreach procedures for serving individuals with severe disabilities who are minorities. (CR)

ED 418 537 EC 306 346

Jahanian, Sharon
Building Bridges of Understanding with Creative Drama Strategies: An Introductory Manual for Teachers of Deaf Elementary School Students.
PUB DATE- 97
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Cooperative Learning; Creativity; *Deafness; *Drama; Elementary Education; *Hearing Impairments; *Improvisation; Lesson Plans; *Pantomime; Theater Arts

This manual is designed to provide creative drama ideas and strategies to teachers of elementary school children with deafness. The purpose of creative drama is to provide opportunities for students to create, share, and explore their ideas. Students also learn to work together, in small and large groups, to portray scenes or stories. The manual begins by listing the benefits of creative drama and guidelines for the classroom teacher. Next, the emotional and physical environment needed to promote creative drama is addressed. Ideas for props, for engaging interest and curiosity, and for calming activities are provided. A section on pantomime explains the art form and includes pantomime activities. The next section focuses on improvisation. Activities for improvising settings and situations, expanding the use of improvisation, and improvising fables are provided. Each activity includes an objective, a list of the materials needed, and a description of the procedure. Recommendations on measuring students' progress are also provided. A list of publishing companies for ordering stories in sign, a list of recommended stories and books for creative drama, and addresses and/or websites for organizations or theater arts programs are included. (Contains 13 references.) (CR)

ED 418 538 EC 306 347

Kronberg, Robi; York-Barr, Jennifer; Arnold, Kathy; Gombos, Shawn; Truex, Sharon; Vallejo, Barb; Stevenson, Jane
Differentiated Teaching & Learning in Heterogeneous Classrooms: Strategies for Meeting the Needs of All Students.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 97
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Classroom Techniques; *Disabilities; Educational Change; Educational Strategies; Educational Trends;

Adult Children of Parents with Learning Difficulties" (Tim Booth and Wendy Booth); (13) "Welfare Reform and Parents with Disabilities" (Caroline Hoffman and Howard Mandeville); (14) "System Abuse and the Power of Advocacy" (Tim Booth and Wendy Booth); and (15) "How Small Initiatives Make a Difference" (Rick Brooks). The issue closes with a list of supported parenting resources. (CR)

ED 418 556 EC 306 365

Turnbull, H. Rutherford, III; Turnbull, Ann P.
Free Appropriate Public Education: The Law and Children with Disabilities. Fifth Edition.
PUB DATE- 98
NOTE- 400p.; With contributions by Amy Buchele-Ash and Kate Rainbolt.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Rights Legislation; Classification; Compliance (Legal); Court Litigation; *Disabilities; Disability Identification; Due Process; *Educational Legislation; Educational Opportunities; Elementary Secondary Education; *Equal Education; Federal Legislation; Inclusive Schools; *Legal Responsibility; Mainstreaming; Parent Participation; *Public Education; *School Responsibility; School Role; Student Placement; Student Rights
IDENTIFIERS- Americans with Disabilities Act 1990; *Individuals with Disabilities Education Act Amend

This book examines schools' legal responsibility for providing equal educational opportunities for children with disabilities under the 1997 reauthorized Individuals with Disabilities Education Act (IDEA). First, an introduction to the American legal system and federal policy on disability is provided. Next, the six principles of special education law are analyzed: (1) zero reject, or the right of every child to be included in a free, appropriate, publicly supported educational system; (2) nondiscriminatory testing, placement, and classification; (3) individualized and appropriate education; (4) least restrictive appropriate educational placement; (5) procedural due process; and (6) parent participation and shared decision making. Methods of enforcing the law, through case law techniques and statutory techniques, are then discussed. The book also presents common objections to the six legal principles and answers those objections. It presents the pre-1997 provision of IDEA so that comparison can be made to the new law. Appendices include a discussion of three important court cases and their implications for the education of students with disabilities: Brown v. Board of Education, Southeastern Community College v. Davis, and Board v. Rowley. Reference notes accompany each chapter and a glossary of terms is included. (CR)

ED 418 557 EC 306 366

Meyen, Edward L., Ed.; Vergason, Glenn A., Ed.; Whelan, Richard J., Ed.
Educating Students with Mild Disabilities: Strategies and Methods. Second Edition.
PUB DATE- 98
NOTE- 499p.
LANGUAGE- English

aid amounts available for most districts are relatively small in comparison with current maintenance spending. Suggestions for other reform actions are presented. (RJM)

ED 418 574 EF 005 030

Minimum Check List for Mechanical and Electrical Plans & Specifications.
PUB DATE- 92
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *Electrical Systems; Elementary Secondary Education; *Equipment Standards; Guidelines; *Mechanical Equipment; Plumbing; *School Buildings; *School Maintenance; *State Standards
IDENTIFIERS- *North Carolina

This is the fifth revision of the Minimum Check List since its origin in 1960 by North Carolina's School Planning. The checklist was developed to serve as a means of communication between school agencies and design professionals and has been widely used in the development and review of mechanical and electrical plans and specifications by engineers, architects, and superintendents in planning public school facilities. The checklist has three primary sections: plumbing systems, mechanical systems, and electrical and lighting systems. Specific guidelines on drainage and waste, fittings, fixtures, water supply, gas systems, stack and breeching, boilers, oil burners, piping, heaters, controls, heating systems, air conditioning, service entrance feeders, branch circuits, and alarm systems are provided. Diagrams showing grounding methods, a typical electrical summary, and recommended lighting systems with illumination levels appear at the end. (RJM)

ED 418 575 EF 005 031

School District Energy Conservation Activities. R-96-J-2.
PUB DATE- 96
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Costs; *Educational Facilities Improvement; Educational Needs; Elementary Secondary Education; *Energy Conservation; Needs Assessment; *School Buildings; *School District Spending; State Programs; State Surveys
IDENTIFIERS- *New York

To help New York's State Department of Education assess public school districts' energy conservation activities, the results of an audit of school districts' energy conservation activities are presented. The audit shows that most school districts have made some efforts toward energy conservation and that the Department does provide some assistance to the school districts in this area. However, school districts have the opportunity to achieve significant savings by pursuing additional energy conservation improvements, and it is recommended that the Department of Education and the school districts work together to develop a comprehensive and coordinated approach toward conserving energy. This objective becomes more important in light of the Department's goal of ensuring that resources are

*Instructional Design; Preservice Teacher Education; *Teacher Education Curriculum
IDENTIFIERS- Canada; *Content Area Teaching; Manitoba; University of Manitoba (Canada)

The report details a Manitoba (Canada) project to prepare public school teachers so that they can assist their students in developing essential technological literacy skills. More specifically, the project's objective was to develop and pilot a preservice teacher education component designed to prepare French immersion teachers to incorporate these skills across regular school subjects. Subjects were 16 fourth-year student teachers in the French immersion teacher education program at the University of Manitoba. In a series of workshops, the teachers developed their own technological literacy and then applied this knowledge in curriculum development projects that they piloted with students. The report begins with a description of the project, its objectives, and methodology and then offers a review of relevant literature on technological literacy in the schools and principles of instructional design. The teacher preparation model is then outlined. The subsequent two sections, presented in French, present the project's results and the results of a survey of participating teachers. (MSE)

ED 418 595 FL 025 167

Daniels, Rhonda V.
Making the Most of Positive Transfer: From Teaching Foreign Language to Teaching ESL.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; Educational Strategies; *English (Second Language); Evaluation Methods; *Grouping (Instructional Purposes); Inservice Teacher Education; *Language Teachers; Second Language Instruction; *Second Languages; *Student Evaluation; Teaching Methods; *Transfer of Training; Whole Language Approach
IDENTIFIERS- Natural Approach (Languages); Total Physical Response

A discussion of second language (L2) teaching focuses on how language teachers can transfer their training and experience in L2 instruction to instruction in English as a Second Language (ESL). Learners of L2s and of ESL pass through the same learning stages, and while the skills focus may be different, the process is the same. A variety of language teaching approaches are examined, and ways in which they can be applied to either L2 or ESL, or elements that be applied in both contexts, are noted. The approaches include the natural approach, whole language approach, use of realia, Total Physical Response, the direct method, various methods of grouping students, and conventional and alternative assessment techniques both for placement and for monitoring student progress. Some ways to minimize bias in testing limited-English-proficient (LEP) students are also noted. The paper concludes that in classroom practice, methods and approaches used in the foreign language classroom will serve as solid background for language teachers called upon to teach ESL or LEP students. Contains six references. (MSE)

ED 418 596 FL 025 168

Fucaloro, Liliane; Russikoff, Karen

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Admission (School); *College Freshmen; Enrollment Influences; Enrollment Trends; *Grade Point Average; Higher Education; Minority Groups; *Predictor Variables; Questionnaires; *School Holding Power; State Universities; Student Surveys; *Teacher Student Relationship
IDENTIFIERS- *Boise State University ID

This study sought to predict first-term grade point average (GPA), spring reenrollment, and enrollment one year later for 235 new freshmen students at Boise State University (BSU) in Idaho. Data included a wide variety of academic and personal information gathered from two surveys at the beginning and the end of fall term of 1995. The study found that reenrollment next semester and one year later was best predicted by first-term GPA, and that first-term GPA was best predicted by the BSU admissions index score. The second most significant predictor was the number of conversations held with faculty, with more conversations related to higher GPAs. Contrary to national findings, minority group students were more likely to be enrolled one year later than their nonminority counterparts. A number of variables which initially showed statistical significance, such as age and admissions status, were no longer significant when other variables were added to the analysis. A number of variables that were expected to show significant effects did not, such as employment, having responsibility for children or parents, living on campus, and gender. Three appendixes provide copies of the survey questionnaires, factors related to academic success, and coding responses. (MDM)

ED 418 616 HE 030 878

Belcheir, Marcia J.; Michener, Barbara
It's Academic: A Qualitative Study of Student Classroom Experiences.
PUB DATE- 97
NOTE- 14p.; For related document, see HE 030 876.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Classroom Environment; College Faculty; *College Freshmen; *Courses; Educational Attitudes; Higher Education; Qualitative Research; State Universities; *Student Attitudes; Student Experience; Student Surveys; Teacher Student Relationship
IDENTIFIERS- *Boise State University ID

This second in a series of qualitative studies examined the classroom experiences and impressions of first-time freshmen at Boise State University (BSU, Idaho). Twenty-five freshmen completed weekly open-ended telephone interviews, kept journals, and participated in an end-of-term group meeting during the fall term of 1996. The results indicated that students mainly chose classes from the catalog that looked interesting and did not worry much about whether the classes would be hard or easy. Most of the students reported that they were doing well in their classes, and most named Introduction to Psychology as their favorite course, though English and Communication were also named by more than one student. English and Communication were also named as courses where students had the most concerns. In general, students reported that they were very pleased with the quality of teaching and felt that professors made themselves available to students. Most students talked to their professors during the semester, though eight

Organizational Theories; Personality Traits; Self Actualization; Self Evaluation (Individuals); *Student Leadership; Teamwork

This guide on leadership is intended for college students exploring the nature of leadership, the leadership role, and individual leadership styles. The frame of reference used combines educational and psychological perspectives that emphasize learning about oneself and understanding oneself in relation to others. Chapters are organized around four themes: (1) leadership for a changing world, with emphasis on the relational leadership model; (2) relationships as the foundation of leadership; (3) the context of leadership in groups, organizations, and communities devoted to moral purpose; and (4) leadership and individual and organizational renewal. (Contains 228 references.) (MSE)

ED 418 637 HE 031 166

Morley, Louise, Ed.; Walsh, Val, Ed.
Breaking Boundaries: Women in Higher Education. Gender and Higher Education Series.
PUB DATE- 96
NOTE- 239p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Activism; Age Differences; Aging (Individuals); Blacks; Business Administration Education; Careers; Change Agents; College Faculty; Deafness; Disabilities; Educational Trends; Equal Opportunities (Jobs); Females; *Feminism; Foreign Countries; Graduate Study; Higher Education; Interdisciplinary Approach; Mothers; Older Adults; Sex Differences; *Sex Discrimination; Sex Fairness; Teacher Attitudes; Trend Analysis; Women Faculty; *Womens Education
IDENTIFIERS- United Kingdom

Essays from women in higher education, organized around two major themes: diversity, equity, and change, and feminism in the academy, and with an emphasis on these issues in the United Kingdom, include: "Women and Careers in Higher Education: What Is the Problem?" (Christine Heward); "In the Prime of Their Lives? Older Women in Higher Education" (Meg Maguire); "Activists as Change Agents: Achievements and Limitations" (Liz Price and Judy Priest); "Good Practices, Bad Attitudes: An Examination of the Factors Influencing Women's Academic Careers" (Jane Kettle); "Deaf Women Academics in Higher Education" (Ruth-Elaine Gibson); "Women in Management Education: The Token Topic?" (Pat Hornby and Sue Shaw); "Struggling for Inclusion: Black Women in Professional and Management Education" (Catharine Ross); "Equal Opportunities and Higher Education" (Maggie Humm); "Irish Women in Higher Education in England: From Invisibility to Recognition" (Breda Gray and Louise Ryan); "Interrogating Patriarchy: The Challenges of Feminist Research" (Louise Morley); "Interdisciplinary Ideals and Institutional Impediments: A Case Study of Postgraduate Provision" (Elizabeth Bird); "The Power of Numbers: Quantitative Data and Equal Opportunities Research" (Mairead Dunne); "Women and Disability in Higher Education: A Literature Search" (Alessandra Iantaffi); "Terms of Engagement: Pedagogy as a Healing Politic" (Val Walsh); and "Mothering and Education: Reflexivity and Feminist Methodology" (Miriam David, Jackie Davies, Rosalind Edwards, Diane Reay, and Kay Standing). (Most selections contain references.) (MSE)

ED 418 638 HE 031 167

section describes student progress/advancement with subsections on time and credits to degree, remedial follow-up, and persistence and graduation rates. The fourth section examines research, service, and workforce development including education reform initiatives, research and public service, workforce development initiatives, and employment-related outcomes. Use of resources is reported in terms of room utilization and use of technology. This is followed by information on commitment to equal opportunities with data on equal employment opportunity eligibility. The final section summarizes 1997 higher education accountability goals. Information on performance indicators and accountability legislation and a list of acronyms are appended. (DB)

ED 418 657   HE 031 186

Kentucky Institutions of Higher Education Information Digest: 1987-1996.
PUB DATE- 97
NOTE- 235p.; For previous edition see ED 398 833.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; College Faculty; Community Colleges; *Degrees (Academic); *Educational Facilities; *Educational Finance; *Enrollment Trends; Higher Education; *Private Colleges; *Public Colleges; State Colleges; State Universities; Statistical Data; Tables (Data)
IDENTIFIERS- *Kentucky

This report presents tables and graphs which summarize data on institutions of higher education in Kentucky from 1987 through 1996. Introducory material provides definitions of terms, lists public and independent colleges and universities in the state, and lists degree program offerings at Kentucky state-supported institutions. Tables and graphs are grouped into those providing data on enrollment, degrees conferred, faculty and staff, finances, facilities, and independent institutions (enrollment and degrees conferred). Each section is preceded by selected data highlights. Among highlights are the following: total headcount enrollment at state-supported institutions increased by 20 percent from Fall 1987 to Fall 1996 with community college enrollment increasing by 47 percent; total degrees and other formal awards conferred by state-supported institutions increased by 29 percent during this period; the largest increase in employment was in professional nonfaculty which increased by 48 percent at the universities and 279 percent at the community colleges; total revenue and expenditures both increased 89 percent during this period; the total value of the education and general plants of Kentucky public higher education institutions was estimated at $2.8 billion in 1996; and total headcount enrollment at independent institutions increased by 5 percent during this period. (DB)

ED 418 658   HE 031 187

Degrees and Other Formal Awards Conferred: Kentucky Colleges and Universities, 1995-1996.
PUB DATE- 97
NOTE- 131p.; For previous edition, see ED 398 832.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Associate Degrees; *Bachelors Degrees; Career

federal Pell Grant award amounts--credit hours without terms and clock hours; packaging; Pell Grant overpayments; reporting Pell Grant payment data; campus-based programs; disbursing campus-based awards; overview of the William D. Ford Federal Direct Load Program and Federal Family Education Loan (FFEL) Program; from source to student direct loan and FFEL funds; campus-based and Direct Loan/FFEL overawards and overpayments; calculating refunds and repayments; and financial aid administrator presentation and evaluation. Appendices include a list of acronyms, a glossary, financial aid resources, sources and citations, and a financial aid calendar. Individual sections also contain regulatory and other references. (BF)

ED 418 677 HE 031 206

Campus-Based Programs Report No. 99-1. Approval of Awards to Institutions Participating in the Federal Work-Study, Federal Supplemental Educational Opportunity Grant, and Federal Perkins Loan Programs. Notification to Members of Congress Regarding P.L. 89-329, The Higher Education Act of 1965, as Amended.
PUB DATE- 98
NOTE- 709p.
LANGUAGE- English
EDRS Price- MF04/PC29 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; *Federal Aid; Federal Programs; Financial Support; Government School Relationship; Grants; Higher Education; Program Administration; *Student Financial Aid; *Student Loan Programs; Tables (Data); *Work Study Programs
IDENTIFIERS- Higher Education Act Title IV; *Perkins Loan Program; *Supplemental Educational Opportunity Grants

This document details, by state and institution of higher education, the awards made to institutions for the Federal Work-Study (FWS), the Federal Supplemental Educational Opportunity Grant (FSEOG), and the Federal Perkins Loan Programs for the period July 1, 1998 through June 30, 1999. Data show the name and address of the institution, the amount of the awards for the Federal Perkins Loan Federal share, the FSEOG Federal share and the FWS Federal share, the estimated number of student borrowers in the Federal Perkins Loan Program, the estimated number of student awards for the FSEOG Program, and the estimated number of students to be employed under the FWS Program for this award period, and the authorized Federal Perkins Loan level of expenditures. This schedule lists approvals of $804,001,555 awarded to 3,268 institutions, benefiting an estimated 906,394 students in the FWS program, $605,910,663 awarded to 3,672 institutions, benefiting an estimated 1,128,361 students in the FSEOG program, and $133,665,269 awarded to 1,955 institutions, benefiting an estimated 737,505 students in the Federal Perkins Loan Program. (BF)

ED 418 678 HE 031 207

College-School Collaborative Activities Report.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; *College School Cooperation;

After a preliteracy program, a learning group is formed. The fourth reason is probably its flexibility, such as motivating members of the armed forces to participate as tutors and facilitators and provision of supplementary learning materials. The fifth and probably most important reason for LKPA'a longevity is the Indonesian gotong-gotong or mutual assistance social system. LKPA is still flourishing because it is in tune with the idea of Education for All and All for Education and is integrated with an employment-oriented learning program. (YLB)

ED 418 220 CE 075 622

Journal of Business and Training Education, 1996.
PUB DATE- 96
NOTE- 93p.; Published annually.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Business Communication; *Business Education; Classroom Techniques; *College Preparation; Computer Oriented Programs; Computer Uses in Education; Curriculum Development; Education Work Relationship; Educational Attitudes; Educational Practices; Employment Qualifications; General Education; High Schools; *Industrial Training; Integrated Curriculum; *Office Occupations Education; Postsecondary Education; Professional Development; Teacher Improvement; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Industry Based Skill Standards; Louisiana

This annual serial issue contains six papers dealing with business education and training. "A Direction for Focusing Business Curricula" (Sharon Lund O'Neil) discusses the standards against which business curricula of the future must be measured. The importance of business communication in general education programs is emphasized in "The Nature of Business Communication: The Integration of Theory and Practice" (Iris I. Varner, Paula J. Pomerenke). "Perceived Importance of High School Business Classes as Preparation for College" (Linda Henson Wiggs, Simin Cwick) reports a study of college students' perceptions regarding the importance of high school business courses as preparation for college. In "Creating Computer-Based Presentations: A Skill for Today's Workplace" (Heidi R. Perreault), the capabilities and use of presentation software packages are explained. "The Spacing Effect: What Is It? And How Can It Impact on Your Business Curriculum?" (Dennis J. LaBonty) summarizes research on the spacing of instruction over several days rather than presenting it in a single day. Evidence that professional development activities are needed to make teaching more relevant to industry-based skill standards is provided in "Incorporating Industry-Based Skill Standards into High School Secretarial and Administrative/Information Services Programs: Teacher Professional Development Activities" (Phyllis C. Bunn). (MN)

ED 418 221 CE 075 623

Journal of Business and Training Education, 1997.
PUB DATE- 97
NOTE- 112p.; Published annually.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Authoring Aids (Programming); Book Reviews; *Business Education; Classroom Techniques; Community Colleges; *Computer Literacy; Computer Software;

*Literacy Education; National Programs; Needs Assessment; Participation; *Participatory Research; Program Effectiveness; Social Bias; *Subcultures; Teacher Researchers; *Urban Education
IDENTIFIERS- California (San Diego)

This report provides a 5-year perspective on the adult literacy education (ALE) system in the inner city of San Diego, California. Chapter 1 introduces the research. Chapters 2-5 in part 1, "The Struggle To Learn," contain the following: information about the difficulties of determining how many adults might benefit from basic skill education; introduction of the practice of having adult literacy students perform as researchers to discover barriers to and ways to increase participation in ALE; what happens after adults decide to go back to school; and how various instructional factors affect learning and the transfer of learning to the home and community. Chapters 6-8 in part 2, "The Struggle To Teach," include the following: reports by two teacher researchers on hardships of teaching and learning and insights of 17 teachers about the educational system; a teacher researcher's experiences in trying to change instruction in an English as a second language class and how the dynamics of students' lives and classroom turbulence affected her work; and challenges to teaching posed by diversity in a classroom due to cultural factors and different language and literacy skill levels. Chapters 9-11 in part 3, "The Struggle To Be Better," cover the following: activities federal policy makers and officials have undertaken to try to improve the ALE system nationally; activities in California to improve the ALE system; and rebuttals to news stories about the low intellectual abilities of disadvantaged youth and adults. (YLB)

ED 418 239 CE 076 134

Boesel, David; Alsalam, Nabeel; Smith, Thomas M.
Educational and Labor Market Performance of GED Recipients. Research Synthesis. Executive Summary.
PUB DATE- 98
NOTE- 18p.; For the full report, see CE 075 853.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Educational Attainment; *Employment Patterns; *High School Equivalency Programs; Longitudinal Studies; Military Personnel; National Surveys; *Outcomes of Education; Postsecondary Education; *Test Reliability; *Test Use; Trend Analysis
IDENTIFIERS- *General Educational Development Tests

In 1995, nearly three-quarters of a million high school dropouts took the General Educational Development (GED) tests. The half million individuals who passed the test accounted for approximately one-sixth of all high school diplomas issued that year. On average, GED recipients perform as well as graduating high school seniors on the five tests constituting the GED. The GED has been shown to serve the following functions: stimulus to human capital investment; tool for measuring and assessing cognitive skills; sorting procedure; certification tool; and self-confidence builder. Studies have shown that 50-63% of GED recipients obtain some additional civilian education and training, particularly in community colleges and vocational-technical skills. In 1986-1992, GED recipients' share of postsecondary enrollment declined from 7% to 4%. Although GED recipients' grade-point averages in vocational programs and two- and four-year colleges have remained close to those of high school graduates, GED recipients are less likely than high

Education; *Inservice Teacher Education; Models; Occupational Therapy; *Problem Solving; Rehabilitation; Special Education Teachers; Special Needs Students; Teaching Methods; *Technology Education

The problem-solving process has contributed greatly to the field of technology education and can be used to assist persons with disabilities. One problem-solving design that can help in working with persons with disabilities is the "Engineering for Success" design. This model groups technology education students with teachers of special education so that both groups learn how to develop high quality products through the incorporation of knowledge from their respective fields and from the "Engineering for Success" design. In addition, this model assists occupational therapy students in learning the problem-solving skills they need to help people with temporary disabilities to recover from an injury or illness. Faculty and teaching associates at The Ohio State University have found the "Engineering for Success" design to be successful. (Contains 10 references.) (KC)

ED 418 258 CE 076 169

Florida School-to-Work Youth Apprenticeship Handbook.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Apprenticeships; Building Trades; *Education Work Relationship; *Educational Planning; Guidelines; Program Development; Program Implementation; Secondary Education; State Standards; Vocational Education
IDENTIFIERS- *Florida

This booklet provides an overview of the youth apprenticeship program in Florida. The 12 sections cover the following topics: (1) "why" youth apprenticeship; (2) goals and objectives of youth apprenticeship in Florida; (3) characteristics of youth apprenticeship; (4) how youth apprenticeship differs from other work-based learning programs; (5) scheduling and planning instruction and the career path; (6) the youth apprenticeship program committee; (7) student selection; (8) program of instruction and the instructor; (9) planning and managing the on-the-job training phase; (10) criteria for voluntary program recognition; (11) steps in developing a youth apprenticeship program; and (12) technical assistance. (KC)

ED 418 259 CE 076 170

Youth Apprenticeship in Construction Trades. Student Handbook. Program Requirements.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; *Building Trades; *Education Work Relationship; Guidelines; Program Implementation; Secondary Education; Standards; Trade and Industrial Education; Vocational Education
IDENTIFIERS- *Manatee County Public Schools FL

*Interprofessional Relationship; Organizational Change; Organizational Climate; *Organizational Development; Peer Relationship; *Teamwork; *Work Environment
IDENTIFIERS- Flexible Work Organization; *Virtual Offices

A study examined Chiat/Day inc. Advertising's team-based virtual office in which work could occur at any location inside or outside the office at any time. Three sites used three workplace strategies: full virtual (FV), modified virtual (MV), and conventional (C). Interviews, observations, and archival data were used to assess project teams doing similar work at each site. Findings indicated that the greater number of employees and larger office size of the MV office with multiple floors limited interaction outside of teams and strategic business units. The FV and C offices with smaller staffs on a single floor made interaction with other teams easier. Common rooms led to better communication, coordination, and team spirit and helped reduce hierarchical interaction patterns. Activity hubs fitted out with cafeteria-like furniture and food and beverages were valued spaces for working and informal socializing. Dedicated spaces in the FV for support disciplines and creative teams enhanced communication and collaboration. Technology was used primarily for keeping in touch and limiting paper copies. The small, private rooms did not provide adequate opportunities for concentration and creative concept development. Implementation of the virtual office did not drastically change the work process. The more significant change included removal of assigned workstations and addition of dedicated project rooms that enhanced team identity and cross-functional communication. (Contains 48 references.) (YLB)

ED 418 278   CE 076 204

Becker, Franklin; Quinn, Kristen L.; Rappaport, Andrew J.; Sims, William R.
New Working Practices: Benchmarking Flexible Scheduling, Staffing, and Work Location in an International Context. Workscape 21: The Ecology of New Ways of Working.
PUB DATE- 93
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Benchmarking; *Employment Practices; *Flexible Working Hours; Foreign Countries; Human Factors Engineering; Job Sharing; Organizational Change; Organizational Climate; Part Time Employment; *Personnel; Personnel Management; *Work Environment
IDENTIFIERS- European Community; *Flexible Staffing; *Flexible Work Organization; Japan; United States

This report identifies the range and extent of innovative workplace practices in place among 16 international organizations participating in the International Workplace Studies Program (IWSP). Information comes from interviews with organization representatives, written reports, summaries prepared by the organizations, and an extensive literature search. The report is organized by three primary sections: flexible work scheduling, flexible staffing, and flexible work locations. Each section defines the new working practice and describes a range of different alternatives available under it. Where available, demographics for the flexible work practices are provided for the United States, European Community countries, and Japan. They include incidence of the flexible practice among corporations and the work force, incidence according to business type, and incidence by job types. An

Myths; Diversity Questionnaire; and Volunteer Skits on Diversity. Components of the activities in Sections I-II are title, objective, materials list, preparation, time, procedure, and notes, examples, or required materials. Section III consists of eight lessons for the classroom: Find the American Game; Concentration; The Ethnicity Game; American History/Holidays with a Twist; Teaching About Minority Historical Figures; American Life; Current Events/State of Affairs of Minority Americans; and Short Stories with Diverse Characters. Lesson components include objective, target group, preparation, procedure, and supplemental materials, including suggested resources for reading materials, reading passages, sample lesson plan, examples, and activities. Section IV contains essays that express Peace Corps volunteers' comments on their experiences. An appendix lists 49 resource organizations and an encyclopedia of associations. (YLB)

ED 418 297 CE 076 235

Hay James Diego
Sourcebook for Community-Based Training Programs. Information Collection & Exchange T0088. Supplement to Peace Corps Programming and Training System Manual.
PUB DATE- 97
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Community Development; *Developing Nations; Foreign Countries; *Job Training; *Preservice Teacher Education; Trainees; Training Methods; *Volunteer Training; Volunteers; Work Experience Programs
IDENTIFIERS- Benin; Guyana; *Peace Corps; Sri Lanka

This manual describes an approach to training provided by the Peace Corps that is known as community-based or Fully Integrated Training (FIT). FIT is a decentralized training program, in which trainees are divided into small groups and placed in separate communities for the duration of the preservice training program. The main part of the manual is organized in three chapters. Chapter 1 provides a basic overview of the training design, followed by a step-by-step guide to planning and developing a community-based training program. It deals in basic terms with setting up or structuring the program in the field. These steps are divided into major categories of logistics, community-based training content, and training seminars. Chapter 2 provides more detailed discussion of some of the key elements that define the decentralized training model: questions about decentralization, site selection, characteristics of the smaller training groups, integration of the elements of training, and the expanded role of both host-country national personnel and village-based staff. The discussions are illustrated with examples of how the model was implemented in some countries. The third chapter provides a more detailed discussion of the following issues presented in the first section: training content, staffing and staff training, administrative support, budget considerations, logistics, and inservice training (IST). The manual contains eight appendixes that include the following: housing criteria, site criteria, family checklist, and three case studies of community-based training in Guyana, Benin, and Sri Lanka. (KC)

ED 418 298 CE 076 236

ED 418 316 CE 076 277

Workforce Investment Partnership Act of 1997. Report Together with Additional Views To Accompany S.1186. Senate Committee on Labor and Human Resources, 105th Congress, 1st Session.
PUB DATE- 97
NOTE- 114p.; Calendar No. 214.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; *Adult Education; Costs; Federal Aid; *Federal Legislation; *Federal Programs; Federal Regulation; Federal State Relationship; *Job Training; *Labor Force Development; Postsecondary Education; Secondary Education; State Regulation; States Powers; *Vocational Education
IDENTIFIERS- Congress 105th; Proposed Legislation

This report recommends passage of the Workforce Investment Partnership Act of 1997. It describes this bill as one that streamlines the current federal job training system, making it more user-friendly, and consolidates the numerous federal job training programs, eliminating confusing and redundant mandates and creating integrated statewide work force development systems. Nine sections are included: (1) background and need for the legislation; (2) history of the legislation and votes in committee; (3) committee views; (4) cost estimate; (5) regulatory impact statement; (6) application of the law to the legislative branch; (7) section-by-section analysis; (8) additional views; and (9) changes in existing law. (YLB)

ED 418 317 CE 076 278

Civil Military Programs. Stronger Oversight of the Innovative Readiness Training Program Needed for Better Compliance. Report to Congressional Committees.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Civil Engineering; *Community Programs; *Compliance (Legal); *Government Role; *Military Personnel; *Military Training; Program Costs

A study reviewed the U.S. Department of Defense's (DOD) training projects that support nondefense activity under its Innovative Readiness Training (IRT) Program. The report examines the following: extent, nature, and cost of civil military projects; consistency of DOD's guidance on the IRT Program with statutory requirements; conformity of selected projects to statutory requirements; and effectiveness of the Office of the Secretary of Defense's and service secretaries' oversight. Six IRT projects of varying sizes and activities were reviewed to determine their conformance with statutory requirements: three road-building, one medical, one to place excess combat vehicles off the shore of New Jersey to build artificial reefs, and one to reconstruct a basketball court. Findings indicated DOD did not know the full extent, nature, and cost of the IRT program because some project information was not consistently compiled and reported. The DOD directive for civil military projects was consistent with the statutory requirements for such projects. Projects generally met the statutory requirements. However, although the statute required that individuals providing assistance perform tasks directly related to their military offering generous earnings supplements to long-term, single-parent welfare recipients who find full-time jobs and leave Canada's Income Assistance (IA) welfare system. The SSP's effects (both intended and unintended) were examined in a special study called the SSP Entry Effects Demonstration, which was based on a classic experimental research design. New recipients were randomly assigned either to: (1) a program group that was informed of SSP's earnings supplement and told that they could receive it if they remained on IA for 1 year, or (2) to a control group that was not eligible for supplement payments. Thirteen months later, the delayed exit effect of the new earnings supplement remained small (only 3.1%). Moreover, its effects grew only slightly over time. Even among those who were most knowledgeable about SSP's future earnings supplement offer, impacts remained fairly small, and SSP's 1-year eligibility restriction proved to limit both delayed exits from IA and new applicant entry effects. (Contains 10 tables/figures and 29 references.) (MN)

ED 418 335   CE 076 322

Gooden, Susan
Washington Works. Sustaining a Vision of Welfare Reform Based on Personal Change, Work Preparation, and Employer Involvement. Connections to Work.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; Rockefeller Foundation, New York, NY.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Basic Skills; Case Studies; Economically Disadvantaged; Education Work Relationship; Educational Objectives; Employment Programs; Financial Support; Government School Relationship; Holistic Approach; Job Placement; Job Search Methods; Job Training; *Nonprofit Organizations; Office Occupations Education; *Organizational Development; Policy Formation; Prevocational Education; Program Administration; Program Development; Program Effectiveness; Public Policy; Recruitment; School Business Relationship; *Self Actualization; Staff Development; *Transitional Programs; Welfare Recipients; *Womens Education
IDENTIFIERS- Employer Role; Welfare Reform; *Welfare to Work Programs

Washington Works is a nonprofit organization founded in Seattle, Washington, in 1992 to help low-income women improve their lives and the lives of their children by teaching them to think differently about themselves. The program offered courses in personal effectiveness training, basic skills training, office skills development, and job search strategies. By building strong relationships with local employers, Washington Works placed welfare recipients in jobs with above-average entry-level earnings. To help women make a successful transition from welfare to work, Washington Works provided continuing support services for its graduates. The following aspects of Washington Works's experience were examined to clarify how nonprofit organizations can facilitate welfare reform: training program development; relationship with local employers; client recruitment; staff development; program funding; and administrative fluctuation and restabilization. The case study confirmed the importance of the following: establishing and preserving a core mission; cultivating and sustaining positive relationships with employers, public agencies, and the larger

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; At Risk Persons; *Behavior Modification; *Caregiver Child Relationship; Foster Children; *Foster Family; Parent Materials; *Parenting Skills; *Problem Solving; Professional Training; Social Services; Training Methods; Youth

Solution parenting is designed to provide both foster parents and caseworkers a new kind of parenting for difficult children and youth in placement. The specialized training program is for those who will teach solution parenting. Objectives for trainees include: (1) identify small, positive behavioral changes; (2) recognize and use pre-existing interpersonal strengths and resources of their own as well as those of their children or youth (a solution focused technique); and (3) identify problem-maintaining cycles and solution-maintaining cycles of behavior. A solution-focused parent (or caseworker) continually assesses the strengths of the child(ren) in the family and identifies their own strengths, recognizes challenges and behavioral problems in the child(ren)'s daily functioning and creates solutions using solution-focused techniques. Training segments include: (1) "A Focus on Solutions for Parenting"; (2) "Assumptions behind Solution Parenting"; (3) "Solution-Maintaining Cycles of Behavior"; (4) "Going for Small Changes"; (5) "If It Works, Don't Fix It"; and (6) "Creating Manageable Goals." Designed to accompany a one- or two-day training course, this manual may be used by both trainers and trainees. It containes detailed instructions for trainers, learning objectives, a glossary, charts and illustrations, resources and references, and an evaluation form. (EMK)

ED 418 354 CG 028 373

Schatz, Mona Struhsaker; Gaddis, Stephen R.; Zimmerman, Toni Schindler
Foster Care: Creating Interpersonal Change through Story-Telling and Family Play. Strategies to Support Client Assessment and Intervention.
SPONS. AGENCY- Colorado State Dept. of Human Services, Denver. Div. of Child Care.
PUB DATE- 96
NOTE- 95p.; For related document, see CG 028 372.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; At Risk Persons; *Caregiver Child Relationship; Foster Children; *Foster Family; Interpersonal Relationship; *Parenting Skills; *Personal Narratives; *Play; Professional Training; Social Services; Youth

Story-telling and family play can exert powerful effects on children. Some beliefs, values, and personal life-style choices that relate to how play is created are examined. Using the primary concepts in "narrative therapy," "adventure-based programming," and "family play therapy," play is employed to create an empowerment framework to consider the unique lives of social services clients. This empowerment framework promotes a

Linek, Wayne M., Ed.; Sturtevant, Elizabeth G., Ed.
Exploring Literacy. Nineteenth Yearbook: A Peer Reviewed Publication of the College Reading Association, 1997.
PUB DATE- 97
NOTE- 322p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; Childrens Literature; Elementary Secondary Education; Family Literacy; Field Experience Programs; Higher Education; *Literacy; Methods Courses; Portfolios (Background Materials); Professional Development; Reader Response; Reading Aloud to Others; *Reading Instruction; Reading Research; Recreational Reading; *Teacher Education; Text Structure

This book presents 25 essays and studies that explore the interplay of a variety of factors that provide the fuel for individual and collaborative explorations into the nature of literacy. Essays and studies in the book are "Patterns of Response: Struggling Readers Respond to a Real Book during Transactional Literature Discussion" (JoAnn Rubino Dugan); "Literacy Behaviors in the Spontaneous Play of a Multi-National Group of First Graders in a Small Overseas School" (Karen E. Schroeder); "Those Wonderful Toys: Read-Alouds from the Classics and Assorted Literature" (Judy Richardson); "If the Horse Is Dead, Get Off" (Wayne Otto); "Beginning Reading Methods: A Review of the Past" (Lillian R. Putnam and Ray Reutzel); "Controversial Pathways to Literacy: The Present" (D. Ray Reutzel); "Future Controversial Issues in Literacy: The Same Old Stuff or a Whole New Ball Game?" (William A. Henk); "Recreational Reading Choices: How Do Children Select Books?" (Charlene Fleener, Susan Morrison, Wayne M. Linek, Timothy V. Rasinski); "The Role of Textbooks and Reading in Content Area Classrooms" (Teresa Murden and Cindy S. Gillespie); "Graduate Students' Explorations: Their Own Words on Research and Writing" (Yevette McWhorter); "Storybook Reading in Even Start families" (Nancy Padak, Timothy V. Rasinski, Jennifer A. Fike); "Parents in a Family Literacy Program: Their Attitudes, Beliefs, and Behaviors Regarding Literacy Learning" (Patricia E. Linder); "Coherence: One Aspect Examined of the Textual Features of the Needs of Beginners" (Liqing Tao); "Analytic Categories for Practitioners' Assessment of Instructional Discourse in Literacy Teaching: Observation in the Reading Clinic Setting" (Kathleen Roskos and Barbara Walker); "Instructional Teams in a University Clinic" (Linda Hughes and Catherine Zeek); "Preparing Preservice Elementary Teachers for Professional Collaboration with Special Education Literacy Teachers" (A. Lee Williams); "The Evolution of a Professional Development Center: Collaboration, Reflective Assessment and Refinement" (Mary Beth Sampson, Wayne M. Linek, LaVerne Raine, Pat Westergaard); "Learning to Teach in the 'Real World': Reflections on Field-Based Reading Instruction" (Evangeline V. Newton); "Promoting Diversity: A Learning Community Project for College Reading Programs and Teacher Education Programs" Mary Sheehy Costello and Norman A. Stahl); "The Field Experience Triad: Influences of the College Instructor and Cooperating Teacher on the Preservice Teacher's Beliefs, Practices, and Intentions Concerning Literacy Instruction" (Deidra W. Frazier, Thomasine H. Mencer, Mary Annette Duchein); "Redefining Reflective Practice: Thinking Forward about Conditions That Support Literacy Learning" (Jacqueline K. Peck); "Building Bridges: Designing Project Portfolios to Accommodate the Needs of Beginners" (Joan B. Elliot and Barbara Illig-Aviles);

ED 418 392 CS 013 167

Fernandez, Melanie
Phonemic Awareness: One Key To Literacy Acquisition.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; Cultural Context; *Cultural Differences; Early Childhood Education; *Emergent Literacy; Family Attitudes; Family Influence; *Language Acquisition; Phonemics; Young Children
IDENTIFIERS- *Phonemic Awareness

For the young child, the onset of speech and language acquisition is a milestone to be expected somewhere between 10-30 months of age. Behaviors exhibited by the people in the child's environment both before and after the onset of speech have infinitely more impact upon language learning--and eventually all learning--than the onset of the event itself. It is the nature of language learning which currently influences success in school. Children from mainstream American homes begin along their path toward a positive school experience almost immediately. Phonemic awareness is a very powerful predictor of whether a child will become a good reader and is one of the elements necessary for students to gain knowledge of the orthographic cipher. Students who arrive at school with little or no exposure to print are not phonemically aware. They need instruction and literacy events which will give them the phonemic awareness necessary for the beginning of reading instruction. (CR)

ED 418 393 CS 013 168

Qi, Sharon; O'Connor, Rollanda
Which Phonological Skills, as Primary Skills, Can Be More Effectively Trained and Lead to Decoding Skills in Low-Skilled Kindergartners?
PUB DATE- 98
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; *Decoding (Reading); Instructional Improvement; *Kindergarten; *Kindergarten Children; Learning Strategies; *Low Achievement; Primary Education; Reading Instruction; Reading Readiness; Reading Research; *Skill Development; Transfer of Training; Writing Readiness
IDENTIFIERS- *Phonological Processing

A study examined which phonological skills, as primary skills, can more effectively be developed and lead to decoding skills in low-skilled kindergartners: (1) segmentation/blending, or (2) rhyming/first sound identification? Low-skilled kindergartners (n=61), who scored less than 4 items correctly in 3 out of 5 measures, were randomly assigned to one of the strategy groups, receiving instruction in small groups of 3-4, for 20-30 minutes each time, twice a week, over 10 weeks. Results indicated that both groups were effective in improving target skills, as well as reading and writing readiness skills. Findings suggest that there was no significant difference between the groups and neither group demonstrated successful transfer of trained skills to the untrained skills, or

NOTE- 75p.; M.A. Thesis, Salem-Teikyo University. Some appended materials may not be legible.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Academic Records; Elementary Education; *Evaluation Methods; Evaluation Problems; Evaluation Research; Grades (Scholastic); *Language Arts; *Portfolio Assessment; *Report Cards; *Student Evaluation; Teacher Attitudes; Teacher Surveys
IDENTIFIERS- Randolph County School District WV

Should portfolios replace the traditional report card or be used in conjunction with other evaluative methods? A study assessed the value of portfolios as an evaluation tool and the popularity of their use. Research supports the use of portfolios as a viable means of assessment, yet studies are inconclusive and do not support portfolios as a better alternative to other forms of assessment. This study was conducted in Randolph County, West Virginia, to determine the assessment methods that are utilized by the elementary teachers. The advantages and disadvantages of using portfolios in the evaluative process were revealed. Results from 69 elementary teacher surveys were utilized. The research results indicated that the majority of teachers prefer the traditional report card with letter grades rather than a portfolio approach to student evaluations. Findings suggest that a combination approach is being used by many Randolph County elementary teachers and conclude that portfolios should not replace the report card. To be most effective, portfolio evaluation should be combined with other assessment methods. (Contains a 53-item bibliography; a sample teacher survey, a letter to the district superintendent, and evaluation forms.) (Author/CR)

ED 418 416 CS 216 301

Shulevitz, Uri
Writing with Pictures: How To Write and Illustrate Children's Books.
PUB DATE- 97
NOTE- 273p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Childhood Interests; *Childrens Literature; *Creative Expression; *Illustrations; *Picture Books; Publishing Industry; *Writing for Publication
IDENTIFIERS- *Authorship; Book Production; *Picture Text Relationship; Visual Imagery; Writing for Children

This guide (originally published in 1985) introduces the visual approach to writing children's books, an approach which can help a writer release a flow of images and avoid wordiness. The aim of the guide is to teach the fledgling writer/illustrator to ask important questions about the structure of the intended book (and to find the answers) and to show him or her how to cope with the mechanical problems of making a book. The guide is divided into four parts: (1) Telling the Story; (2) Planning the Book; (3) Creating the Pictures; and (4) Preparing for Reproduction. Appendixes include: information on finding a publisher; a bibliography; credits; and an index. (NKA)

ED 418 417 CS 216 302

Dahlstrom, Lorraine M.; Espeland, Pamela, Ed.
Writing Down the Days: 365 Creative Journaling Ideas for Young

containing prompts, writing actions codes, and additional data.) (Author/NKA)

ED 418 437 CS 509 757

Oliver, Robert T.
"The Way It Was--All the Way": A Documentary Accounting.
PUB DATE- 97
NOTE- 140p.; Foreword by James C. McCroskey.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Autobiographies; College Faculty; Cultural Context; *Educational Philosophy; Foreign Countries; Higher Education; Personal Narratives; Political Issues; *Rhetoric; *Speech Communication
IDENTIFIERS- Historical Background; *Oliver (Robert T); South Korea; Teaching Perspectives

The theme explored in this personal narrative is that of the life of a rhetorician, in writing and in speech. The narrative muses about what goes into the making of a rhetorician, questioning whether it might be ritualized education, proceeding along lines of traditional methodology, or whether it could be informal education, hit-or-miss, with its nature neither clearly nor cleanly defined--the question is whether the manner of education makes a difference. The narrative contends that education is of various kinds, whether in school or out. Besides the personal details of a long life, it is hoped that vital revelations of ways in which rhetoric and public affairs interrelate will emerge. The narrative recounts the public affairs dealings with the small nation of Korea while it was the storm center of world controversies; it illustrates a rhetoric constantly on call, serving both as weapon and shield. The narrative brings documentary evidence to the witness chair to show historic decisions balanced between opportunities and disaster. (NKA)

ED 418 438 CS 509 804

Ediger, Marlow
Speaking Activities and Reading.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Communication Skills; Elementary Education; Oral Reading; Role Playing; *Speech Communication
IDENTIFIERS- Extemporaneous Speaking; Speaking and Listening across Disciplines

Pupils who are far along in their speaking vocabularies tend to do well in reading. This paper includes numerous speaking activities that bolster pupils' oral communication: the including use of puppets, role playing, committee endeavors, oral reports, oral reading, extemporaneous speaking, and giving directions. Additional experiences for pupils to engage in within the speaking and oral communication arena include engaging in discussions, interviewing, and making introductions. Speaking and listening are integrated and are not separate areas of communication. For convenience of instruction, speaking and listening may be separated to emphasize what can be done in each area to assist teachers in guiding more optimal pupil progress. (Contains eight

A speech in response to an individual's death is by nature a recurring form of rhetoric. Based on audience expectations and needs, certain generic aspects have emerged to characterize eulogies. The funeral oration has generally been recognized as a form of epideictic rhetoric. Modern scholars have generally broadly defined epideictic rhetoric to the point of including most forms of ceremonial speaking (Ryan, 1992). This paper seeks to apply K.H. Jamieson and K.K. Campbell's model of "rhetorical hybrids"--defined as fusions of the different rhetorical genres. This paper applies the concept of a rhetorical hybrid to incorporate three genres of rhetoric: eulogies, kategoria, and apologia. Specifically, the statements and actions surrounding the death of Princess Diana are examined; the statements of Queen Elizabeth II and the Earl of Spencer are analyzed. The larger frame of analysis can be called "eulogistic discourse." The paper concludes that both the Queen's statement and the Earl of Spencer's funeral oration represent functional rhetorical hybrids. (Contains nine references.) (Author/NKA)

ED 418 460 CS 509 829

Griss, Susan
Minds in Motion: A Kinesthetic Approach to Teaching Elementary Curriculum. Teacher-to-Teacher Series.
PUB DATE- 98
NOTE- 142p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Curriculum; Instructional Innovation; *Interdisciplinary Approach; *Kinesthetic Methods; *Learning Processes; Lesson Plans; *Movement Education; Student Centered Curriculum
IDENTIFIERS- *Activity Oriented Classrooms; *Content Area Teaching; Learning Environment

This book shows teachers how they can channel children's kinesthetic language into constructive learning experiences, demonstrating what a natural route physicality can be to content-area instruction. The book introduces elementary teachers to the process of identifying, creating, and implementing lessons that encourage students to learn by using their bodies as well as their minds. It covers a range of subjects (and offers lesson plans) that includes science, math, language arts, history, conflict resolution, and more. Through the use of specific examples, the book illustrates the benefits of physicalizing academic concepts, including how movement: makes learning tangible, accessible, and memorable; cultivates critical thinking and the use of higher-level thinking skills; demands both individual decision making and group interaction; encourages students to make use of their own experiences and observations as a foundation for knowledge; and stimulates creative and dynamic energy in the classroom. The book can be used as a resource by both preservice and inservice teachers, since it offers practical advice and support for teachers who have no experience with movement and inspiration for those who already use movement in the classroom but are looking for new and imaginative ways to transform lessons into creative kinesthetic experiences. Appendixes contain stories that move people; suggested music selections to accompany kinesthetic lessons; and a list of books, both reference texts and children's literature, for reading. (NKA)

Educational Change in New Jersey.
PUB DATE- 97
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Change; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Expenditure Per Student; *Finance Reform; High Risk Students; School Buildings; Social Change
IDENTIFIERS- *New Jersey; Quality Education Act 1990 (New Jersey)

In June 1990, after 9 years of court battles, the state supreme court had found that New Jersey's school finance system was inequitable and had to be changed to better support children in urban schools. This book details the reasons behind the reform and its effects and tracks the impact of the reform from its dollar effects on fiscal equity in the classroom to its instructional effects on educational excellence. The book demonstrates how difficult it is to redistribute finances when political power has shifted to the more affluent suburbs and has declined in the poorer urban districts. The text focuses on personnel changes, including salary increases; adjustments in curriculum, instruction, and assessment; the changes in services for at-risk students and some of the programmatic responses to these students; and the many problems behind deferred maintenance and how districts address these needs. The conclusion presents three stories of school finance reform and the implications of such reform. (Contains an index and approximately 160 references.) (RJM)

ED 418 480 EA 028 968

Lewis, Anne C.; Henderson, Anne T.
Urgent Message: Families Crucial to School Reform.
PUB DATE- 97
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Case Studies; *Change Strategies; *Educational Change; Educational Improvement; Elementary Secondary Education; *Parent Participation; *Parent School Relationship; Social Change

This report contends that the school reform movement--seemingly well-constructed from a distance--is failing to changte in a significant way what and how students learn. This is because it lacks a solid foundation built from the ground up and an informed and active school community, including parents. Using case studies the report examines various reform strategies and presents ways to include parents in change. The key ways parents and families are engaged in school reform are: 1) pushing the system, e.g., pressing for higher standards and an effective system of accountability, insisting on high quality public schools, and creating alternative public schools if the local schools fail; 2) helping design local school improvement, e.g., sitting on school improvement committees, monitoring results, and checking student work to ensure it reflects both high standards and high performance; and 3) taking part in the parent involvement opportunities created by the reforms, e.g., participating in school governance councils that set policy, heoping more parents to become actively engaged in the school, and attending staff development sessions. Appendices include divided into three parts. In part 1, "Measuring Virtue," ways in which virtue can be restored to education are explored. The chapters examine the problems teachers face, the elements of virtue, how to make virtue operational, and how to measure virtue using an instrument devised specifically for this purpose. Ways to deal with the data that are collected are treated in part 2. This section includes a case study and details how to score the instrument that measures virtue. Some of the dynamics of knowledge and virtue are then presented. The last part focuses on ways to restore broken lives and presents the cycles that many students encounter and how willfulness can be turned to willingness; it presents various ways that students can be prepared for virtuous instruction. These include assessing negative feelings, changing perspective, and nurturing desire. The last chapter lists the eight principles for instilling virtue, such as the principle of exceeding expectations, and how these principles can transform students' lives. (RJM)

ED 418 501 EA 029 012

Odden, Allan; Busch, Carolyn
Financing Schools for High Performance: Strategies for Improving the Use of Educational Resources. The Jossey-Bass Education Series.
PUB DATE- 98
NOTE- 276p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Comparative Analysis; Decentralization; *Educational Finance; Elementary Secondary Education; Expenditures; *Financial Policy; Foreign Countries; Models; *Money Management; *School Accounting; School Administration; School Organization
IDENTIFIERS- Australia; England; New American Schools

This book presents ways in which school administrators can identify and redirect school funds to improve student performance. It quantifies the degree of overall financial inequality in the country using figures for all districts and shows how education dollars are currently spent, why these dollars are ineffectual, and how different and more high-performance notions of school organization can improve the productivity of these dollars. It discusses the management strategy that school systems can use to improve results and outlines some of the current primary approaches to school-based budgeting. For the benefit of comparison, the text examines the school-based reform programs in England and Australia and links these with dramatic school autonomy. The best ideas from these countries are then incorporated into a proposal for structuring a school-based financing system in the United States. With these examples, the book demonstrates how schools can use resources more effectively than they currently do and identifies the new roles and responsibilities that arise when a district adopts a true site-based decentralization strategy. (Contains an index and approximately 210 references.) (RJM)

ED 418 502 EA 029 013

Sarason, Seymour B.
Political Leadership and Educational Failure. The Jossey-Bass Education Series.
PUB DATE- 98
NOTE- 158p.

volunteers. The final section addresses administrative considerations concerning classroom facilities, safety standards, playground facilities, fire or other emergencies, medical/health concerns, interagency collaboration, transportation, funding, evaluation, and technology-based options. (DB)

ED 418 521 EC 306 328

Edmiaston, Rebecca; Hansen, Debra Rice; House-Deere, Deb; Milburn, Penny
Iowa Early Childhood Special Education Handbook.
PUB DATE- 97
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancillary School Services; Delivery Systems; *Disabilities; Disability Identification; Federal Legislation; Guidelines; Inclusive Schools; Infants; Legal Responsibility; *Preschool Education; Pupil Personnel Services; *Special Education; State Legislation; *State Standards; Young Children
IDENTIFIERS- Americans with Disabilities Act 1990; *Iowa

This guide is intended to provide parents, administrators and service providers in Iowa with information needed to access and implement early childhood special education (ECSE) programs and services for children with disabilities from birth through age five. Section 1 provides an overview of ECSE in Iowa, including the program rationale, program goals, dimensions of effective ECSE programs, federal and state legislation, and the population served. Section 2 is on ECSE instructional programs and support services. Least restrictive environment considerations for ECSE, ECSE instructional delivery systems, and related services and support services are covered. The third section summarizes the problem solving approach and the identification component of the ECSE service delivery process. Next, administrative issues are addressed, with discussion of early childhood special education personnel, family involvement in early childhood special education, interagency collaboration, and program review. The final section examines legal issues concerned with scheduling, transportation, immunization, child abuse reporting, ECSE funding, contracting with a community-based center to provide services, the Americans with Disabilities Act and its relationship to ECSE programs, and requesting a special education hearing. (Contains 49 references.) (DB)

ED 418 522 EC 306 329

Assessment and Decision Making for Special Education Entitlement: Technical Assistance Guide for Mental Disability.
PUB DATE- 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Differences; *Definitions; Delivery Systems; *Disability Identification; Educational History;

Elementary Secondary Education; *Gifted; *Heterogeneous Grouping; Individualized Instruction; Mixed Age Grouping; *Regular and Special Education Relationship; Self Advocacy; Student Evaluation; Student Role; Teacher Role; *Teaching Methods; Teaching Models

IDENTIFIERS- *Academic Accommodations (Disabilities); Differentiated Curriculum (Gifted)

This guide provides conceptual as well as practical information for meeting the needs of all learners in heterogeneous classrooms. The first six sections discuss the growing heterogeneity in today's classrooms, the rationale for differentiated teaching and learning, the changing roles of teachers and students, the importance of creating classroom communities that nurture diversity, helpful ideas for organizing a classroom in which differentiated teaching and learning is practiced, and a step-by-step process for differentiation. The seventh section provides many examples of how to differentiate teaching and learning in four areas: (1) what students learn; (2) how students learn; (3) how students integrate and demonstrate what they have learned; and (4) how students and teachers utilize assessment throughout the learning process. Sections 8 and 9 include an in-depth look at actual classrooms through case studies. The first case study describes how two multi-age elementary classrooms utilize an integrated service delivery model between general and special education to differentiate teaching and learning for math and language. The second case study describes how high school students in one urban high school learn to become effective self-advocates. Appendices include a humor unit, a "camping" math unit, and a list of resources. (Contains 35 references.) (CR)

ED 418 539   EC 306 348

Smutny, Joan Franklin
Gifted Girls. Fastback 427.
PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Ability Identification; Change Strategies; Classroom Environment; Classroom Techniques; Cultural Differences; Educational Strategies; Elementary Secondary Education; *Females; *Gifted; Self Concept; Student Characteristics; *Talent; *Talent Development; Teaching Methods; *Underachievement

This booklet discusses and provides suggestions for meeting the educational needs of gifted girls. The first chapter, "The Needs of Gifted Girls," describes the problem of underachievement among gifted girls and strategies that educators can use to support individuality, reduce perfectionism, encourage freedom, recognize socioeconomic and ethnic factors, and foster self-awareness of giftedness. The second chapter, "Identifying Gifted Girls," provides general guidelines for detecting talent in gifted girls, where to look in order to find the behaviors that indicate giftedness, and indicators of talent in culturally different girls. The third chapter, "Rethinking Curriculum and Instruction," addresses how teachers can create a classroom environment to help gifted girls develop their potential, such as making feedback

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aggression; Attention Deficit Disorders; *Behavior Modification; Classroom Techniques; *Curriculum Design; Disabilities; *Discipline; *Educational Strategies; Elementary Secondary Education; *Inclusive Schools; Interpersonal Competence; Learning Disabilities; Mainstreaming; Mathematics Instruction; *Mild Disabilities; Peer Teaching; Psychoeducational Methods; Science Instruction; Social Studies; Teacher Collaboration; Teaching Methods; Team Teaching
IDENTIFIERS- *Academic Accommodations (Disabilities); *Social Skills Training

This book addresses inclusive environments and the shifting of instruction of children with disabilities to the general classroom teacher. The major themes are behavior management, curriculum, and instructional strategies. Individual chapters include: (1) "Discipline in Special Education and General Education Settings" (Deborah Deutsch Smith and Diane Pedrotty Rivera); (2) "The Missing Link: Students Discuss School Discipline" (Sue Thorson); (3) "Courage for the Discouraged: A Psychoeducational Approach to Troubled and Troubling Children" (Larry K. Brendtro and Steven Van Bockern); (4) "Management of Aggressive and Violent Behavior in Schools" (Robert B. Rutherford, Jr. and C. Michael Nelson); (5) "Classroom Interventions for Students with Attention Deficit Disorders" (Karen J. Rooney); (6) "Behavior Management in Inclusive Classrooms" (Stephanie L. Carpenter and Elizabeth McKee-Higgins); (7) "Preferred and Promising Practices for Social Skills Instruction" (George Sugai and Timothy J. Lewis); (8) "Strategies for Adapting Science Textbooks for Youth with Learning Disabilities" (Thomas C. Lovitt and Steven B. Horton); (9) "Teaching Students with Learning Problems in Math To Acquire, Understand, and Apply Basic Math Facts" (Cecil D. Mercer and Susan P. Miller); (10) "Strategies for Teaching Social Studies" (Kathleen McCoy); (11) "Curriculum Considerations in an Inclusive Environment" (Cynthia L. Warger and Marleen C. Pugach); (12) "Curriculum and Instructional Issues in Teaching Secondary Students with Learning Disabilities" (Herbert J. Rieth and Lewis Polsgrove); (13) "A Focus on Curriculum Design: When Children Fail" (Deborah C. Simmons and Edward J. Kameenui); (14) "Best Academic Practices for Inclusive Classrooms" (Margaret E. King-Sears); (15) "Peer-Mediated Instruction and Interventions" (Cheryl A. Utley and others); (16) Secondary Inclusion Programs for Students with Mild Disabilities" (Cassandra McCrory Cole and James McLeskey); (17) "Curriculum-Based Collaboration" (Victor Nolet and Gerald Tindal); (18) "Teaching Concepts: Procedures for the Design and Delivery of Instruction" (Mary Anne Prater); (19) "Educational Interventions for Students with Attention Deficit Disorder" (Thomas A. Fiore and others); and (20) "Co-Teaching: Guidelines for Creating Effective Practices" (Lynne Cook and Marilyn Friend). (Each chapter includes references.) (CR)

ED 418 558 EC 306 367

Texas State Plan for the Education of Gifted/Talented Students.
PUB DATE- 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

used in ways that achieve maximum cost-effectiveness at the State, regional, and local levels. Currently, school districts do not take an organized structural approach toward identifying energy conservation needs, although some school districts have attempted to improve energy conservation by entering into energy performance contracts. Some school districts would like the Department to establish a process for sharing energy conserving experiences and approaches among school districts, especially because resources are limited. Appendix A presents nine recommendations, with agreements to these in Appendix B. Exhibit A lists 36 school districts included in the survey. Exhibit B is a summary of district energy costs per square foot. (RJM)

ED 418 576 EF 005 032

Arizona School Construction Costs: Sample Study.
PUB DATE- 96
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Construction Costs; Educational Facilities Planning; *Educational Needs; Elementary Secondary Education; Needs Assessment; School Buildings; *School Construction; State Programs; State Surveys
IDENTIFIERS- *Arizona

The purpose of this study was to examine the current Arizona Construction practices and costs in order to provide quantitative and qualitative information to the Arizona Department of Education that will assist in making recommendations and projections for school facilities statewide. The data were taken from an in-depth study of new schools under construction during 1995-1996. Additional information was collected through telephone surveys with district staff, architects, and contractors involved in the projects. The sample was comprised of 28 schools. It was found that the cost of building a new school ranged from $2,680,055 to $14,962,270. The average square footage per student was 104, the average costs per sf was $83, and the average cost per student was $12,017. Architectural fees ranged from $1.19 per building sf to $6.68 per building sf. The critical condition of schools in the state, which was evaluated in an earlier study, was then compared to new construction and additions. Results indicate that 35 schools had critical needs, with many schools having some type of severe problem. Recommendations include selecting an architect on a project-by-project basis and ensuring that the contract bid out in the spring, one year prior to opening. (Contains 11 references, 13 figures, and 9 exhibits.) (RJM)

ED 418 577 EF 005 035

Earthman, Glen I.
Planning Educational Facilities. Course Outline for EDAD-6034, Virginia Polytechnic Institute .
PUB DATE- 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Course Descriptions; Educational Facilities Improvement; *Educational Facilities Planning; *Educational

Assessing a Virtual Course: Development of a Model.
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Active Learning; *Computer Assisted Instruction; Computer Literacy; *Course Evaluation; Cultural Education; *Educational Technology; Evaluation Criteria; Evaluation Methods; Feedback; *French; Higher Education; *Instructional Design; Instructional Effectiveness; Knowledge Level; Learning Processes; Models; Reflective Teaching; Second Language Instruction; *Second Languages; Student Attitudes; Student Characteristics; Teacher Student Relationship; Time Factors (Learning)
IDENTIFIERS- *Virtual Curriculum

A study was undertaken to develop and pilot an assessment model for an on-line, college-level, French civilization course. The model was applied to examine the effects of this instructional mode on teaching and learning, noting opportunities for faculty-student contact, speed and type of feedback, time on task, and concerns with learning styles. Characteristics of student participants were also analyzed to determine degrees of technological skills required, preferences concerning structured environment, and active learning initiative. In addition, the model was used to assess the demands on faculty in terms of workload, technological ability, and reflective teaching. Multiple measures were used to assess the model's utility; those findings are examined and implications for pedagogy, curriculum, and future research are discussed. Contains two references. (MSE)

ED 418 597 FL 025 171

Sirinides, Thomas W.
The Effects of Regular Exposure to and Participation in Standard Conversational English on the Writing of College-Aged ESL Students.
PUB DATE- 97
NOTE- 48p.; Master's Thesis, Kean College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- *College Instruction; College Students; Comparative Analysis; *English (Second Language); Higher Education; *Interpersonal Communication; Language Research; Native Speakers; Second Language Instruction; Second Language Learning; *Speech Skills; *Standard Spoken Usage; Transfer of Training; *Writing Skills

This study investigates the effects of regular, one-to-one conversations with a native speakers of English on the writing skills of English-as-a-Second-Language (ESL) college students. The subjects, three undergraduate students (ages 18 to 23) in the ESL program of a small college, participated in standard conversational English with a native speaker, and the effects of this interaction were observed. Results did not yield conclusive evidence that such conversations caused improvement in the students' writing; however, several other patterns did emerge. The areas in which the students failed to make progress in both writing and speaking were remarkably similar to one another. While not defining the nature of the link between speaking and writing, the study suggests that such a link exists, implying an important or even essential role for native-did not. It was found that the students who performed most poorly were least likely to have talked to faculty. (MDM)

ED 418 617 HE 030 879

Guffey, J. Stephen; Rampp, Lary C.
Shared Governance: Balancing the Euphoria.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Problems; College Administration; *College Faculty; Criticism; *Educational Policy; *Faculty College Relationship; *Governance; *Higher Education; Models; Politics of Education

This paper presents an alternative view of shared governance within higher education institutions, examining the major problems encountered by institutions as they implement a shared governance model. Based on a review of the literature, it argues that shared governance, though increasingly popular in recent years, is an issue that should be carefully explored before it is implemented. The paper notes that shared governance is an elusive concept, and that participants often over-anticipate the benefit, while at the same time, under-commit their own involvement in understanding what shared governance is. Critics have noted that shared governance involves a large commitment of time and effort and requires that senior-level administrators commit real support to the process. It argues that shared governance has a limited ability to extricate the governing effort from the mire of self-interest, unreal expectation, and role confusion. The paper concludes that shared governance is not a panacea, and that successfully governed institutions have an established history and culture of administration-faculty collaboration. (Contains 17 references.) (MDM)

ED 418 618 HE 030 880

Jones, Connie A.; Gower, Diane S.
Distance Education Goes On-Line in the 21st Century.
PUB DATE- 97
NOTE- 7p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Community Colleges; *Distance Education; Educational Finance; *Educational Policy; Faculty Development; Higher Education; Nontraditional Students; *Public Colleges; State Colleges; State Universities; Technology Transfer; Two Year Colleges
IDENTIFIERS- *Tennessee

This study examined distance education at Tennessee Board of Regents institutions of higher education. Both four-year and two-year institutions were surveyed via electronic mail. Thirty-five percent of the surveys were returned. The results indicated that all responding institutions were involved in distance education, specifically to reach potential students who had limited access to their campuses. The top five concerns of the institutions in regard to distance education were

Kernan, Alvin, Ed.
What's Happened to the Humanities?
PUB DATE- 97
NOTE- 267p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Classroom Environment; *College Curriculum; College Instruction; Degrees (Academic); Educational Trends; *Enrollment Trends; Financial Support; Higher Education; *Humanities; Information Technology; Intellectual Disciplines; Library Collections; Literature Appreciation; Reading Habits; Resource Allocation; Scholarship; Teaching Methods; *Technological Advancement; Trend Analysis

The 11 essays in this volume are organized around several themes related to the humanities and higher education. Papers discuss demographics and funding needs; classroom climate; books, libraries, and reading; educational theory; and educational institutions. Essays include: "Change in the Humanities and Higher Education" (Alvin Kernan); "Democratization and Decline? The Consequences of Demographic Change in the Humanities" (Lynn Hunt); "Funding Trends in the Academic Humanities, 1970-1995: Reflections on the Stability of the System" (John H. D'Arms); "Ignorant Armies and Nighttime Clashes: Changes in the Humanities Classroom, 1970-1995" (Francis Oakley); "Evolution and Revolution: Change in the Literary Humanities, 1968-1995" (Margery Sabin); "Humanities and the Library in the Digital Age" (Carla Hesse); "The Practice of Reading" (Denis Donoghue); "Beyond Method" (Gertrude Himmelfarb); "Changing Epochs" (Frank Kermode); "The Pursuit of Metaphor" (Christopher Ricks); "The Demise of Disciplinary Authority" (Louis Menand); and "Scholarship as Social Action" (David Bromwich). Data on bachelor's and doctoral degrees in the humanities from 1966 to 1993 are appended. (Most essays contain references.) (MSF)

ED 418 639 HE 031 168

Changes in Changing States: Higher Education and the Public Good.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Accountability; Cost Effectiveness; Degrees (Academic); Distance Education; Educational Change; *Educational Policy; Educational Trends; *Higher Education; Regional Programs; Resource Allocation; *State Programs; Student Costs; Transfer Students; Trend Analysis

This report summarizes trends and needs in higher education. The first section considers the value of higher education and provides data showing that a college education is more valuable today than ever, and that higher education is not given a high enough priority when state and national budget decisions are made. Positive changes that have been made by education and government leaders in SREB (Southern Regional Education Board) states over the last four years are credited with the following effects: today it is easier to transfer from one college to another; today it is easier to take a college course anytime of the day (or night) through technology links to homes, businesses, and communities; today more students can earn a college degree more quickly because many universities have streamlined their requirements and retooled many courses; today

Choice; Community Colleges; *Degrees (Academic); *Doctoral Degrees; Higher Education; *Majors (Students); *Masters Degrees; Private Colleges; Professional Education; Public Colleges; State Colleges; State Universities; Tables (Data); Technology Education
IDENTIFIERS- *Kentucky

This report provides 17 tables which summarize total associate, baccalaureate, master's, specialist's, doctoral, and first-professional degrees, and other formal awarded conferred between July 1, 1995 and June 30, 1996 by Kentucky institutions of higher education. These institutions include state-supported universities and community colleges, independent four-year and two-year colleges and universities, and theological seminaries. Of the 26,061 degrees awarded, 21,484 degrees were awarded by state-supported institutions, 17,776 at the eight universities and 3,708 at the 14 community colleges. Independent four-year and two-year institutions granted 4,345 degrees. Theological seminaries awarded 648 degrees. Overall, more degrees (first and second majors) were generated in education, business management and administrative services, and health professions and related sciences than other degree program areas. At the baccalaureate level, 16 percent of the majors were in business and 15 percent in education. Forty-five percent of the master's and specialist's majors were in education. Education led the doctoral degree programs (24 percent) followed by biological sciences (12 percent). At the associate degree level, health sciences (35 percent) and liberal arts and sciences (32 percent) were the most popular degree programs. Almost half (49 percent) of the first professional degrees were in law followed by medicine (28 percent). (DB)

ED 418 659   HE 031 188

Stalheim-Smith, Ann
Focusing on Active, Meaningful Learning. IDEA Paper No. 34.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Active Learning; *Biology; *College Instruction; Computer Assisted Instruction; Cooperative Learning; *Critical Thinking; Higher Education; Relevance (Education); *Science Instruction; Small Group Instruction; Teacher Student Relationship; Teaching Methods; Textbooks

This paper discusses active and meaningful learning and the application of this instructional approach to the college classroom, focusing on techniques used in the author's biology classes. Active and meaningful learning places emphasis on students actually doing things and thinking about what they are doing, relating new information to information already known by the learner. Cooperative learning and critical thinking strategies can be used to promote active and meaningful learning. Examples of active and meaningful learning techniques are discussed, including the use of buzz groups and points to ponder, help sessions, team-based learning, undergraduates teaching in courses as practicum students, interactive computer programs, small working groups in a class, addressing different learners' needs, and creating a positive learning environment for non-majors. The incorporation of active and meaningful learning into textbooks and course materials is also discussed. (Contains 21 references.) (MDM)

Colleges; Computer Oriented Programs; Consortia; *Cooperative Programs; Distance Education; Early Intervention; Educational Technology; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Internship Programs; Mentors; Outreach Programs; Preservice Teacher Education; Professional Development Schools; Tutorial Programs; Universities
IDENTIFIERS- *Maryland

This report inventories academic and administrative projects which are collaborative ventures between higher education institutions and elementary and secondary schools in Maryland. Fourteen community colleges, 9 public four-year campuses, 2 of the University System of Maryland extension services, and 16 independent institutions (including all of the state-aided campuses) are included. The collaborations have been grouped into six categories. Professional development schools are collaboratively planned for the academic and clinical preparation of teacher candidates and continuous professional development of higher education faculty. Field work includes activities with elementary and secondary schools such as tutoring, student internships, mentoring programs, off-site courses, and community service. Early intervention programs work with public schools to provide early study programs such as dual enrollment and early intervention programs for middle and high school students. Continuing education and teacher training programs work with local education agencies to ensure that secondary school teachers have adequate opportunities for professional development. Career connections/tech prep programs help prepare high school students for the increasing demands of the job market. Distance learning and technology projects include integrating the use of technology into professional development, computer aided instruction, and courses offered for both faculty and students at remote locations. A summary table shows activity types at each institution. (BF)

ED 418 679 HE 031 228

Henderson, Peter H.; Clarke, Julie E.; Woods, Cynthia
Doctorate Recipients from United States Universities. Summary Report 1996.
SPONS. AGENCY- Department of Agriculture, Washington, DC.; National Science Foundation, Arlington, VA.; Department of Education, Washington, DC.; National Institutes of Health (DHEW), Bethesda, MD.; National Endowment for the Humanities (NFAH), Washington, DC.
PUB DATE- 98
NOTE- 129p.; For previous edition, see ED 404 911. Appendix D may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Citizenship; College Graduates; *Doctoral Degrees; *Educational Trends; Employment Opportunities; Employment Patterns; Foreign Students; Graduate Surveys; Higher Education; Longitudinal Studies; Majors (Students); Minority Groups; National Surveys; Paying for College; Tables (Data); Time to Degree; Universities
IDENTIFIERS- *United States

This 30th annual report summarizes results of the 1995-96 Survey of Earned Doctorates (SED), which collected data from graduates as they completed requirements for their doctoral degrees. The report notes the continued, but slowing, increase in research doctorates. Following an examination of general trends in the

*Computer Uses in Education; *Education Work Relationship; *Educational Practices; Information Technology; Instruction; Internet; Problem Solving; *Records Management; Secondary Education; Teaching Methods; Two Year Colleges; Writing (Composition)
IDENTIFIERS- Louisiana

This annual serial issue contains six papers dealing with business education and training. Three approaches to teaching problem solving are detailed in "Teaching Problem Solving for Employment Preparation" (Judith J. Lambrecht). A study to identify the technologies used to manage information in business and industry is reported in "The Use of Technologies and Media in Records Information Management" (Diane C. Davis). A study of the use of communication technologies in business classrooms is summarized in "Surfing in the Classroom: Using Communication Technologies in Education for Business" (Betty S. Johnson, Marsha L. Bayless, Christine M. Irvine). "Case Preparation to Improve Writing Assignments" (Sandra J. Nelson, Laura McLeod, Leona M. Gallion) suggests ways of improving writing assignments in business classes. A study comparing the effectiveness of computer instruction and teacher-directed instruction as methods of helping community college students develop computer competence is discussed in "The Effect of Using a Computer Authoring System on Student Achievement" (Mary Jean White, Bonnie Roe White). "Book Review: 'The Complete Computer Trainer' by Paul Clothier (1996, NY: McGraw Hill)" (Judith J. Lambrecht) reviews a book devoted to methods for teaching students to use applications software. Most papers contain references. (MN)

ED 418 222   CE 075 723

Work Keys USA.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Information Services; Job Analysis; *Job Skills; *Occupational Information; *Personnel Evaluation; Postsecondary Education; Program Descriptions; Program Effectiveness; School Business Relationship; Secondary Education; *Skill Development; *Standards
IDENTIFIERS- *Work Keys (ACT)

"Work Keys" is a comprehensive program for assessing and teaching workplace skills. This serial "special issue" features 18 first-hand reports on Work Keys projects in action in states across North America. They show how the Work Keys is helping businesses and educators solve the challenge of building a world-class work force. The reports are as follows: "Liberty Check Printers Prepares for the Future" (Paul Annett); "Schools Seek Curriculum, Skills Match" (newspaper reprint) on the Duval County, Florida, program; "Bay Area To Use Work Keys for Workforce Development" (Gerald Bartlett); "Work Keys Helps Carbone of America Comply with QS Quality Standards 9000 Standards" in Farmville, Virginia; "Flour City Packaging Focuses on a Workforce Development Program" in Minnesota; "Iowa Workforce Development's Work Keys Profilers Receive International Award" (Sharon Dralle); "McHenry County Unlocks the Door to Qualified Workers" in Illinois (Ginger Knapp); "Growing a Regional Work Keys Program in Southwestern Pennsylvania" (Bob Dove); "Pine Technical College's Work Keys Service Center is Growing to Serve Area Business" in Minnesota (Howie Anderson); "ICI Polyester and John Tyler Community school diploma holders to complete their postsecondary education. Compared with high school graduates, GED recipients earn less, experience more job turnover, and have similar cognitive abilities. Studies have confirmed that GED certification increases access to postsecondary education, which in turn leads to improved wages. (MN)

ED 418 240 CE 076 135

National Forum on Adult Education and Literacy: Views from Adult Learners (Washington, D.C., September 1997).
PUB DATE- 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Access to Education; Adult Basic Education; *Adult Literacy; *Adult Students; High School Equivalency Programs; *Literacy Education; Outcomes of Education; Program Improvement; Publicity; *Student Attitudes; Student Motivation

A national forum was conducted in September 1997 to obtain the views of former and current students in adult literacy education programs about challenges they faced and ways to facilitate success for future students. The thoughts of 57 literacy delegates from 44 states were elicited on 4 topics: participants' hopes and expectations; accessibility and support services in adult education programs; program structure of adult education programs; and factors influencing persistence and retention. Some of the perceptions of the delegates were the following: (1) many entered literacy education programs for employment reasons, others were concerned about their children and wanted to break the cycle of illiteracy, and still others wanted to empower themselves and plan for the future; (2) recognizing the critical difference education has made in their lives, literacy delegates indicated they are committed to sharing their knowledge and helping others to enroll in the programs; (3) literacy delegates learned about programs through public awareness campaigns and through friends and acquaintances; (4) participants enjoyed learning subjects that were relevant in their daily lives, using teaching materials designed for adults, and learning with peers; (5) participants identified barriers to success as motivational issues, transportation, childcare needs, scheduling conflicts, and financial burdens, whereas personal support systems were important to success. Participants made recommendations based on their observations for adult literacy program improvement. (KC)

ED 418 241 CE 076 136

Van Horn, Barbara H.; Reed-Morrisson, Laura
Adult Learner Skills Competencies. A Framework for Developing Curricula in Adult Contexts and Linking Instruction to Assessment.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 97
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

This student handbook contains information about participating in the construction trades program in the Manatee County (Florida) Public Schools. The first part of the handbook consists of general information about the program: program goals and objectives, intended outcomes, benefits to students, student responsibilities, contractor responsibilities, minimum qualifications for apprenticeship applicants, equal opportunities, requirements for entrance into on-the-job training, terms of apprenticeship, probationary period, notice of adverse action, compliance with apprenticeship program requirements, safety, records, apprenticeship agreement, and apprentice complaint procedure policy. The majority of the document is made up eight attachments of documents from the apprenticeship program: (1) construction trades curriculum model; (2) class scheduling model; (3) student agreement; (4) sponsor agreement; (5) school board youth apprenticeship agreement, including agreements with parents, students, contractors, and schools; (6) on-the job training plan; (7) personnel policies; and (8) recruiting materials for the apprenticeship in construction trades program.

ED 418 260 CE 076 182

Davies, Peter; Mullaney, Lorraine; Sparkes, Pauline
Improving GNVQ Retention and Completion.
SPONS. AGENCY- Department for Education and Employment, London (England).
PUB DATE- 98
NOTE- 35p.; For summary of "Non-completion of GNVQs," see CE076220.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Educators; Annotated Bibliographies; Case Studies; Check Lists; *Educational Attainment; *Educational Improvement; Educational Research; Educational Strategies; Foreign Countries; Postsecondary Education; Resource Materials; School Counseling; *School Holding Power; Student Attitudes; Teacher Attitudes; Technical Institutes; *Theory Practice Relationship; *Vocational Education
IDENTIFIERS- *General National Vocational Qualif (England); *United Kingdom

This booklet, which draws heavily on the findings of a major study of the causes of student withdrawal from General National Vocational Qualifications (GNVQ) courses in Britain, explains how student retention and completion can be improved at each stage of students' progress through a further education college. The booklet begins with background information on the study methodologies and conclusions, information about the publications arising from the project, and guidelines for using the booklet. In each of the next five sections, various issues identified during the survey are discussed in a format that includes some or all of the following: issues, checklists for addressing them, illustrative case studies, and pertinent quotations. The following topics are addressed: staff perceptions of GNVQ's, the accuracy of published rates of noncompletion, and staff versus student perceptions of reasons for noncompletion; planning for GNVQs (volume and timing of assignments); course guidance; program implementation (providing pastoral and learning support and balancing theory and practice); and course review and evaluation. The final chapter summarizes the study conclusions and lists seven types of further support for schools and colleges. Also included are an annotated listing of 24 useful resources and addresses and a example is provided of a sponsor initiative for each flexible practice that describes a program implemented at one or more IWSP sponsor organization(s). A sponsor comparison and cultural implications section is included for each flexible work practice. Finally, each section discusses the implications to facility/facility management to address issues that arise as a result of implementation of the flexible work practices. A conclusion is followed by appendixes, including IWSP sponsor descriptions, literature search methodology, flexible scheduling and staffing participation rates, directives, and regulations and a 66-item bibliography. (YLB)

ED 418 279 CE 076 205

Becker, Franklin; Tennessen, Carolyn M.; Young, David
Information Technology for Workplace Communication. Workscape 21: The Ecology of New Ways of Working.
PUB DATE- 95
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Business Communication; *Computer Mediated Communication; Information Networks; *Information Technology; Online Systems; *Organizational Change; Organizational Development; *Teleconferencing; *Telephone Communications Systems; Work Environment
IDENTIFIERS- *Voice Mail

A study was undertaken to understand the role of electronic communication technologies (ECTs) in maintaining work-related communication. The study site was Sun Microsystems, a company at the high end of the curve in terms of its commitment to and employees' experience with ECTs. An electronic focus group (n=40, 4% response) and an e-mail survey with 396 responses (15% response) were used for data collection. No significant differences were found in use of or response to ECTs as a function of age, gender, or years in the company. Most employees used ECTs for the vast majority of their workplace communication needs, but the value of ECTs was limited for certain types of communications, such as discussions on complex and sensitive issues. They were insufficient for team building, consensus building, and conflict resolution. Most agreed that relying on ECTs for communication increased the likelihood of miscommunications and loss of privacy. Respondents saw ECTs as a less immediate form of communication and this became more true with the constant increase in the number of messages people were trying to deal with. Group work could sometimes be limited by ECTs, depending upon the group's size and expertise in communicating electronically. Some just felt the need for face-to-face communication. At the same time, many respondents reported ECTs, especially e-mail, helped them meet new people at Sun and develop and maintain social relationships. (Appendixes contain 28 references and the survey instrument.) (YLB)

ED 418 280 CE 076 208

Clark, Aaron C.
Identification of Quality Characteristics for Technology Education Programs. (A North Carolina Curriculum Research Project).
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the International Technology Education Association (March 8, 1998).

Peace Corps Training. Supplement to Peace Corps Programming and Training System Manual. Information Collection & Exchange T0083.
PUB DATE- 94
NOTE- 81p.; For other volumes of the "Peace Corps Programming and Training System Manual," see ED 318 881 and CE 076 237-240.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Developing Nations; Foreign Countries; Preservice Teacher Education; Program Administration; *Program Development; Program Evaluation; *Training Methods; *Volunteer Training; Volunteers
IDENTIFIERS- *Peace Corps

The Peace Corps Programming and Training System (PATS) manual is designed to help field staff members of the Peace Corps train volunteers. This supplement to the manual was developed as a resource for planning training events and for preparing training materials and documentation. The information included in this supplement expands on the guidance found in section V of the PATS manual. It is a compilation of materials and ideas that present proven models and examples of PATS-consistent training documentation and formats. This supplement is organized in 10 sections: (1) overview; (2) Peace Corps training standards; (3) programming and training linkages; (4) pre-service training (PST) staff training; (5) statements of work (SOW); (6) pre-service training preparation checklist; (7) trainee assessment and qualification process; (8) training evaluation guidelines; (9) training staff performance appraisal; and (10) preservice training final reporting guidelines. (KC)

ED 418 299 CE 076 237

Programming and Training for Peace Corps Agricultural Projects. Supplement to Peace Corps Programming and Training System Manual. Information Collection & Exchange T0078.
PUB DATE- 94
NOTE- 88p.; For other volumes of the "Peace Corps Programming and Training System Manual," see ED 318 881 and CE 076 236-240.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Agricultural Skills; *Agriculture; *Developing Nations; Foreign Countries; Preservice Teacher Education; Program Administration; *Program Development; *Training Methods; *Volunteer Training; Volunteers
IDENTIFIERS- *Peace Corps

The Peace Corps Programming and Training System (PATS) manual is designed to help field staff members of the Peace Corps train volunteers. This supplement to the PATS manual was developed to provide complementary information about key aspects of Peace Corps programming and training for agriculture. It is intended for individuals involved in Peace Corps agriculture programming and training, such as Peace Corps staff, contractors or consultants, and staff of host country agencies. The supplement uses examples drawn from a wide variety of countries to illustrate the process of programming and training design. The first section of the supplement provides an overview of specialties, in two cases some individuals' tasks were not related. The Secretary of Defense's office provided limited and inconsistent oversight of IRT projects and the delivery and services under them. (Appendixes include statutory requirements for IRT program and results of case studies.) (YLB)

ED 418 318 CE 076 280

Sandler, Linda; Wetzel, Linda; Sullivan, Howard
Development of an Evaluation System for the Arizona Adult Education Program: Report on Phase I.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix. Div. of Adult Education.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Adult Programs; *Evaluation Methods; Goal Orientation; Literacy Education; *Participant Satisfaction; Program Development; Program Effectiveness; Program Evaluation; State Programs; Statewide Planning; *Student Motivation
IDENTIFIERS- *Arizona

The Division of Adult Education in the Arizona Department of Education and the Arizona Adult Literacy and Technology Resource Center contracted with the Morrison Institute for Public Policy to develop an evaluation system for Arizona's adult education program. During phase I, the institute analyzed existing program data on Arizona's adult education providers. Interviews were conducted in January and February 1997 of 379 current and past program participants; they were done in English or Spanish, as appropriate. Interviewees were asked 10 questions about reasons for entering the program, amount of time spent in the program, and feelings about what the program did or did not help them accomplish. Past participants were asked an additional question about their reasons for leaving the program. Findings indicated that over 90 percent of interviewees felt their adult education experiences had met their needs and been positive overall. The proportions of participants who mentioned having entered with a specific goal, e.g., preparing to take the General Educational Development tests or to get a job, were closely aligned with the proportions who said their participation in the program had helped them reach that particular goal. More than one-quarter of program participants in 1996 showed improvement on three indicators that suggested they were becoming more self-sufficient: moving off public assistance, gaining employment, and maintaining or improving their job situation. (Appendixes contain 10 references, 3 data tables, and interview forms.) (YLB)

ED 418 319 CE 076 281

Engmark, Jill; Vandegrift, Judith A.
School to Work Fiscal Agents: Profiles of 20 States. Arizona School to Work Briefing Paper #3.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix. Div. of Adult Education.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

community; continuously assessing and gaining feedback on the program; understanding and managing tensions between visionary and strategic thinkers; and preparing for expansion and success. (Appended is a list of 56 Manpower Demonstration Research Corporation publications.)(MN)

ED 418 336 CG 028 158

McCorrister, Kandy
Intergenerational Impact of Alcohol on Children: A Native Perspective.
PUB DATE- 97
NOTE- 85p.; Master's Research Project, Brandon University, Brandon, Manitoba.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Alcohol Abuse; Alcohol Education; *American Indian Culture; *Canada Natives; Child Behavior; Children; *Ethnography; Foreign Countries; *Parent Child Relationship; *Parent Influence
IDENTIFIERS- First Nations; *Intergenerational Factors

A review of recent literature suggests excessive drinking by parents has a negative impact on the behaviors of the child. The families in First Nations communities in Canada have suffered considerably because of alcohol and the pressures of the surrounding non-native community; valuable teachings of the Elders have come under attack and the loss of these teachings has left communities in turmoil; the role of the parent has been taken over by a loosely connected extended family, which can result in children feeling unwanted and unloved by the natural parent. Alcohol leaves many First Nation communities in a state of oppression as the young people soak up the behaviors being modeled by parents, teachers, relatives, friends, elders and leaders. This paper presents a study that examined the intergenerational impact of alcohol on First Nations children. Interviews with substance abuse counselors and/or elders from the community guided the process of data collection. Seven stories from participants and two from counselors are reported and related to the questions: "How does the intergenerational impact of alcohol affect children today?" and "What can we do about it?" Five issues are reported on: (1) "Learned Behaviors Not Our Own"; (2) "Focus of Concern" (the psychological gaps in one's life due to inconsistent parenting, violence and destructiveness within the family); (3) "Is Leaving the Answer?"; (4) "Healing within: Spiritual Help"; and (5) "Loneliness and Healing." Five recommendations for recovery and healing are presented. Appendices include letters and interview protocols. (EMK)

ED 418 337 CG 028 304

Sugland, Barbara W.; Wilder, Kathleen J.; Chandra, Anita
Sex, Pregnancy and Contraception: A Report of Focus Group Discussions with Adolescents.
SPONS. AGENCY- Department of Health and Human Services, Washington, DC.
PUB DATE- 97
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescent Development; *Adolescents;

means for individuals to explore their own meaning and sense of self-expression, rather than holding on to negative and pathological interpretations of their ideas and behaviors. Topics covered include (1) the value of family play; (2) how safe and successful play creates a framework for play and introduces a number of beneficial games; (3) how human development and the value of stories introduces the "narrative therapy" approach to one's life stories; (4) ways in which foster children's stories focus on the ways foster children view their world; and (5) exercises for rewriting the foster child's story through play and creating stories based on love, trust and hope. Designed for collaborative training of foster parents and caseworkers, the manual includes materials for both the trainer and the trainee. "Play is Learning: A Supplement," and "Guidelines for Selecting Toys" Contains two supplements, along with resources, references, and an evaluation. (EMK)

ED 418 355   CG 028 374

Garcia, Cara L.
Too Scared To Learn: Overcoming Academic Anxiety.
PUB DATE- 98
NOTE- 165p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attention; Elementary Secondary Education; *Intervention; *Learning Strategies; *Mathematics Anxiety; *Student Behavior; Teacher Student Relationship; Therapy
IDENTIFIERS- *Academic Anxiety; Emotions

Ways in which students struggle with academic anxiety and what educators can do to help are explored in this book. The book presents examples involving students in grades K-12 who represent diverse backgrounds and were drawn from classrooms and from academic therapy sessions. How academic anxiety looks and feels from the student's point of view is detailed and vignettes demonstrate the types of questions that help the student and teacher get to the heart of problems. Each situation included is related to educational theory. The book also introduces the inverted triangle which represents the thesis, antithesis, and synthesis (resolution) of students' anxieties. The text emphasizes the difference between the pep talk and dialectic dialogue and demonstrates that a sense of community is essential for both students and teachers. Chapters included are: (1)"Struggling through Interruptions"; (2)"Toward Recovery: Developing the Dialectic Dialogue"; (3) "Everyday Interventions"; (4) "Prevention and Intervention in a Whole-Group Lesson"; (5) "Prevention and Intervention During Small-Group and Independent Work"; (6) "Providing Staff Development"; and (7) "Planning and Conducting Parent Conferences." (Includes an index.) (MKA)

ED 418 356   CG 028 375

Rogers, James R.; Rando, Robert A.
The Gender Role Conflict Scale: Enhancing the Interpretation of Confirmatory Factor Analysis through Follow-Up Exploratory Factor Procedures.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

"Reducing Resistance to Content Area Literacy Courses" (Lia F. Maimon); "The Unheard Voices of Students in School Reform: A Collaborative Study with Content Reading Preservice Teachers" (Don Pottorff); and "A Collaborative Model for Developing a Children's Literature Pathway into Preservice Methods Course" (Jane B. Matanzo and Marie F. Doan). (RS)

ED 418 375 CS 013 144

Raine, LaVerne; Harkins, Donna; Sampson, Mary Beth
Rationale in Choosing a Teacher Preparation Program.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Annual Meeting of the National Reading Conference (47th, Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Field Experience Programs; Higher Education; *Preservice Teacher Education; Professional Development; *Student Attitudes; *Student Teaching
IDENTIFIERS- Teaching Research

A study examined students' reasons for, and implications of, choosing a traditional student teaching program or a field-based program of preservice teacher education. The traditional student teaching program and the field-based program were offered concurrently for a short period of time at Texas A&M University--Commerce. Students enrolled in both programs responded to a four-part questionnaire at the conclusion of the experience. A total of 81 students in the traditional program and 28 students in the field-based program responded. Results indicated that (1) traditional students' choices were consistently driven by three factors: time, money, and location; (2) the majority of field-based students based their choice on the belief that the longer time period in the public school classroom would result in enhanced preparation for a career in the teaching profession; (3) field-based students "defended" their choice by focusing on the extensive experience, better preparation, increased confidence, and preparation in content area; (4) the majority of field-based graduates stated they would recommend the field-based program; (5) the traditional graduates based their defense on the concept that the traditional program was the "best choice"; and (6) only 42% of the traditional graduates would advise a friend to pursue the traditional program and 38% of the traditional students said their advice would depend on circumstances. (Contains 10 references and eight pie charts. The questionnaire is attached.) (RS)

ED 418 376 CS 013 145

Moni, Karen B.; van Kraayenoord, Christina E.; Baker, Carolyn D.
English Teachers' Perceptions of Literacy Assessment in the First Year of Secondary School: An Australian Study.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the National Reading Conference (47th, Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Competency Based Education; *English Teachers; *Evaluation Criteria; Foreign Countries;

sufficient generalization to reading or spelling novel words. The study supports other research using both training strategies and reminds researchers of the challenge in promoting generalization ability. (Includes 6 tables of data; contains 29 references.) (Author/CR)

ED 418 394 CS 013 169

Whitmore, Kathryn F.; Norton-Meier, Lori; Whitehouse, Marianne McCabe
Two Mothers' Literate Lives: Provocative Issues about Parent Involvement and Community Building in Schools.
PUB DATE- 97
NOTE- 44p.; Paper presented at the Annual Meeting of the National Reading Conference (Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cultural Context; Elementary Education; Ethnography; *Family Life; *Literacy; Naturalistic Observation; *Parent School Relationship; Working Class
IDENTIFIERS- *Literacy as a Social Process; *Reading Behavior; Sense of Community

This report presents focal case studies of two working-class mothers who are building bridges between their individual homes and Parker Elementary (located in a small midwestern city) where both of their children attend school. The report delineates a study which examined how the literacy practices within the two women's households related to their roles at the school. The report then positions the critical issues surrounding the roles these women take in a consideration of the conditions necessary for inventing school communities. This report is one slice of data and analysis from a larger, long term, ethnographic study that seeks to understand how a sense of community can be established and nurtured in a highly diverse elementary school--the larger study is called "Inventing a School." The part of the report presented here states that data were collected on the two case studies for over two years and involved regular interactions with the mothers, formal interviews, observations in their households, and observations of the mothers in the school setting during events, parent-teacher conferences, and other activities. The report provides much naturalistic evidence of the various interactions which occurred during the study, illustrating with conversations among the participants. The report concludes that families must be viewed through a sociocultural perspective--teachers must be willing to share power with parents through respect for their knowledge and this, along with teachers' confidence to make decisions based on professional knowledge, will lead to the possibility of community in school. (Includes 5 figures; contains 38 references.) (NKA)

ED 418 395 CS 013 170

Cairney, Trevor H.; Ruge, Jenny
Clash of Discourses: Examining the Literacy Practices of Home, School and Community.
PUB DATE- 97
NOTE- 42p.; Paper presented at the Annual Meeting of the National Reading Conference (Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

People.
PUB DATE- 90
NOTE- 178p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childrens Writing; Class Activities; *Creative Writing; *Diaries; Elementary Education; *Journal Writing; *Writing Assignments; *Writing Strategies
IDENTIFIERS- *Authorship; Writing Motivation

This book offers an entire year of journaling ideas--some serious, some "silly," but all tied to the calendar year. In fact, the book's sections are the months of the year. Each idea in the book comes with a fact-filled introduction and aims to prove that writing does not have to be boring or dull. As a special feature, many entries in the book include addresses that lead the way to more information--about hobbies, hot dogs, popcorn, and the Peace Corps, to name just a few. To aid the teacher, there are also tips on grading student assignments, ways to "go beyond" the book, a special note for parents, extra encouragement for young writers, and a resource section. (NKA)

ED 418 418 CS 216 303

Padgett, Ron
El Libro de la Escritura por Pinguino Tinto (The Writing Book, by Inky Penguin).
PUB DATE- 89
NOTE- 58p.; Translation into Spanish by Isaac Goldemberg. Funding for this publication provided by the National Endowment for the Arts, the New York State Council on the Arts, and Mr. Bingham's Trust for Charity. For the English version, see ED 347 521. Spanish version does not include a teacher's manual.
LANGUAGE- Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Translations (170)
DESCRIPTORS- *Childrens Writing; *Creative Writing; Elementary Education; Illustrations; Student Writing Models; *Writing Exercises; Writing Instruction
IDENTIFIERS- Book Production; Ideas

Presented completely in Spanish and intended for elementary level students, this book offers 12 writing ideas and several suggestions on how students can make a book using their writing. Each writing idea is presented with a brief description (addressed to the student), several examples of student writing, and a blank page on which to write. Writing ideas include freewriting, describing, acrostics, haiku, and remembering. Suggestions for making a book include ideas on how to illustrate written work; a set of stencils is located on the back cover. A glossary of terms, a list of books on writing, and a questionnaire for evaluating this book are provided. (NKA)

ED 418 419 CS 216 309

Kelton, Nancy Davidoff
Writing from Personal Experience: How To Turn Your Life into Salable Prose.
PUB DATE- 97
NOTE- 222p.

references.) (RS)

ED 418 439		CS 509 805

Dickmeyer, Scott G.; Davis, Matt D.
Forensics and Small Group Communication.
PUB DATE- 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Debate; Higher Education; Interpersonal Communication; Longitudinal Studies; Research Methodology; *Research Needs; Small Group Instruction
IDENTIFIERS- *Small Group Communication

University forensic programs offer original opportunities for small group communication research. Scholars have been calling for research in a naturalistic setting. A prime place for these studies exists in academic departments, within forensic programs. Forensic programs meet the standards set forth by prominent scholars for effective small group research. A longitudinal study could indicate how group goals, norms, standards, and roles of leadership change through a group's history. Research could also consider the impact of assigned leadership on a group, and additional role research could focus on how members interact depending on the environment. Not only can forensics be an effective skill- and character-building activity, but it can also be the site for cutting-edge research. (Contains 11 references.) (RS)

ED 418 440		CS 509 806

Dickmeyer, Scott G.
We Know What To Write on Ballots--But Do We Do It?
PUB DATE- 94
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; *Debate; Educational Research; Evaluation Methods; Higher Education; Interpretive Skills; *Judges; *Oral Interpretation

A study determined whether or not current forensic judges provide critiques that meet F.P. Trimble's guidelines for improving interpretation ballots. From a randomly selected sample of 150 ballots, 79 ballots were critiques of interpretation events. Each ballot was analyzed as a unit. Results indicated that (1) few forensic judges divulge their philosophy of interpretation on the ballot; (2) only 24% of the ballots were "flowing" the presentation; (3) only 32% of the ballots commented on the issue of lack of emotional or intellectual depth an interpreter brings to a character; and (4) 27% of ballots addressed primary issues of interpretation. Findings suggest that, for the most part, judges wrote ballots that meet many of Trimble's guidelines. (Contains 10 references and a table of data.) (RS)

ED 418 441		CS 509 807

ED 418 461 EA 028 833

Meyer, Joseph B.
Wyoming's "Education Reform & Cost Study."
PUB DATE- 97
NOTE- 12p.; Paper presented at the National Forum on Education Adequacy of the National Conference of State Legislatures (Washington, DC, November 8, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; *Educational Assessment; Educational Change; Educational Needs; *Educational Objectives; *Educational Policy; Elementary Secondary Education; Equal Education; *School Administration; School Restructuring
IDENTIFIERS- *Wyoming

A history of education in the state of Wyoming, along with a description of recent legislative initiatives, are presented in this paper. It opens with statewide reorganizations begun in the 1960s that unified school districts and equalized property valuation. A decade later a court order ruled the system inequitable and new laws provided for a uniform tax rate to be levied annually for all school districts thereby obviating taxpayer equity complaints in the operational area of school budgets. From 1983 to 1993 funding increased for schools but many citizen were still unhappy, which resulted in lawsuits and a model for reform. This resultant model created three prototype schools covering elementary (K-5), middle (6-8), and high school (9-12) and provided financial input for uniform categories of services and goods as the elements for annual distribution of state aid. The effects of these changes are discussed, including the intent of the reform, the remaining inequality in public education, and the use of annual cost surveys and adjustments in the model to arrive at the averages so it will adjust to increased costs. However, unless the legislature increases revenues appropriated into the school finance system, there may be "winners" and "losers" among the school districts. (Includes a summary of Wyoming's cost-based school finance system.) (RJM)

ED 418 462 EA 028 878

Standards-Based Accountability: A Design for Student Success. A Position Paper.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Accountability; Competency Based Education; Educational Strategies; Elementary Secondary Education; School Effectiveness; *State Standards
IDENTIFIERS- *California

California's continuous-improvement accountability system in which all elements are aligned and work together for the purpose of promoting and improving student learning is presented. The state's comprehensive, standards-based system rests on five key components: (1) student learning and achievement are at the heart of education; (2) standards are the basis of a statewide accountability system for continuous improvement; (3) assessment measures student attainment of research and reference material, and a table of parent-involvement provisions. (RJM)

ED 418 481 EA 028 969

Mitroff, Ian
Smart Thinking for Crazy Times: The Art of Solving the Right Problems.
PUB DATE- 97
NOTE- 169p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administration; *Case Studies; Critical Thinking; Decision Making; *Evaluative Thinking; Management Systems; Personality Traits; *Problem Solving; *Systems Approach; Thinking Skills

Ways in which to identify the correct problems to solve thereby avoiding the misappropriation of time, talent, and resources are presented. The text is divided into 3 parts: "The Foundation for Smart Thinking," "How to Solve the Right Problems," and "Systems Thinking for the Systems Age." The chapters under these headings are: Chapter 1, "The Critical Need for Critical Hinking"; chapter 2, "The Error of the Third Kind: Solving the Wrong Problem Precisely"; chapter 3, "Picking the Right Stakeholders"; chapter 4, "Expanding Your Options"; chapter 5, "Phraising Problems Correctly"; chapter 6, "Expanding the Boundaries of Problems"; chapter 7, "Managing the Paradoxes Inherent in Problems"; chapter 8 "Managing Problems from Multiple Perspectives"; and chapter 9, "Developing New Ways of Thinking Systemically." (Includes an index.) (RJM)

ED 418 482 EA 028 970

Boccia, Judith A., Ed.; Ackerman, Richard H., Ed.
Students Taking the Lead: The Challenges and Rewards of Empowering Youth in Schools. New Directions for School Leadership. No. 4.
PUB DATE- 97
NOTE- 136p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Environment; Educational Philosophy; *Leadership; Leadership Qualities; Models; Peer Influence; Secondary Education; *Student Attitudes; *Student Empowerment; Student School Relationship; *Youth Leaders
IDENTIFIERS- *Peer Mediation

This book offers suggestions for the broad integration of leadership training and opportunities into school programs. It is hoped that such an approach will allow educators to tap into the networks of peer influence that exist among adolescents and to realize the goal of citizenship education. The chapters are: chapter 1, "Introduction: The Challenge of Student Leadership" (Judith A. Boccia), suggesting that broader integration of leadership training and opportunities into school programs will allow educators to tap into the rich networks of peer influence that exist among adolescents and to give reality to the goal of citizenship education; chapter 2, "The Human Relations Club: Student

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Educational Innovation; Elementary Secondary Education; *Failure; Government School Relationship; *Leadership; *Leadership Responsibility; *Politics of Education
IDENTIFIERS- Jefferson (Thomas)

The reasons behind this failed educational leadership and what elected officials can do to energize reform movements are described in this book. The text focuses on three questions: (1) "Why do those in high elective office expose their ignorance of the substance and history of the educational reform movement?"; (2) "Why are these officials not motivated to try to learn why past efforts at school change have fallen away?"; and (3) "Why have the fruits of the reform movement been so meager considering the authority, resources, and obligation that these leaders have to education?" An overview of presidential leadership and the transformative power it can wield is provided. It describes why, in spite of this power, presidents do not act and shows what can happen when a leader, such as Thomas Jefferson, cares passionately about education. The monograph then turns to the status of education in America, examining the confusion surrounding test scores, the context of productive learning, and the content and style of teaching. Some experiments in education, such as charter schools, are discussed, along with expectations we should have of our leaders and the impact of race on education. (Includes approximately 75 references.) (RJM)

ED 418 503 EA 029 014

Leslie, Jean Brittain; Van Velsor, Ellen
A Cross-National Comparison of Effective Leadership and Teamwork: Toward a Global Workforce.
PUB DATE- 98
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Administration; *Comparative Analysis; Cross Sectional Studies; Foreign Countries; *Leadership; *Leadership Qualities; Leadership Responsibility; Management Teams; Teamwork

This book reports on a study that compared the responses of leaders from six European Union countries and the United Sates about their perceptions of the work-related values of effective leaders and team members. The results not only yield a profile of effective leadership for those working in cross-national teams in the European Union, they also provide a framework for thinking about how to develop effective cross-national alliances everywhere. The findings focus on comparisons and perceptions of effective leadership, effective leaders as team members, effective membership, and effective leadership when working across Europe. The similarities and difference among effective leaders are likewise detailed, along with leader-member differences and potential conflicts on cross-national teams. A striking consensus emerged on what will be required of leaders and members of cross-national teams, such as a balance of approachable, democratic, and moderately dominant leadership that blends stability with creativity. (RJM)

ED 418 504 EA 029 015

Walker, Hill M.; Irvin, Larry K.; Sprague, Jeffrey R.
Violence Prevention and School Safety: Issues, Problems,

Elementary Secondary Education; *Eligibility; Evaluation Methods; *Mental Retardation; Special Education; *State Standards; Student Evaluation
IDENTIFIERS- *Iowa

This guide from Iowa is intended to: clarify changes in the state's new rules on special education; make the state's definition of mental disability operational; provide practical guidelines on preferred practices for determination of mental disability and the need for special education services; and highlight prescriptive assessment practices tied to improved individual performance. Section 1 offers an historical perspective on philosophical changes in service delivery for individuals with mental disabilities and discusses mental disability classification in Iowa. Section 2 reviews the identification process, provides guidelines for general education intervention, and identifies the components of a full and individual evaluation. Section 3 presents general considerations concerning assessment methods and addresses multicultural issues. Section 4 provides the state definition of mental disability, examines the conceptual framework of each component of this definition, and notes considerations, recommendations, and eligibility criteria for each component. Section 5 establishes the criteria for entitlement to special education services in Iowa. Finally, Section 6 contains appendices that include a list of adaptive behavior skill areas and a glossary of terms. (Contains 33 references.) (DB)

ED 418 523 EC 306 331

Know Your Rights If You Get Arrested.
SPONS. AGENCY- Department of Justice, Washington, DC.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDPS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Civil Liberties; Civil Rights Legislation; *Disabilities; *Due Process; Federal Legislation; Law Enforcement; *Mental Retardation; Police; *Self Advocacy
IDENTIFIERS- *Americans with Disabilities Act 1990

This brochure provides a summary, in simple language, of an individual's legal rights under the Americans with Disabilities Act if arrested and offers specific suggestions for the individual faced with arrest. Answers and suggestions are provided for the following questions: "What happens if I am stopped by the police?"; "What happens if I am arrested?"; "What happens if I go to jail?"; and "What happens if I go to court?". Some of the tips highlighted are: "When you meet a police officer, don't be afraid, don't run away, and let the police know you have a disability if you need help"; "Watch out for people who ask you to do crimes"; and "If you are arrested and do not understand your rights, ask for a lawyer." The brochure also includes a place to provide basic contact information for police if the individual has trouble communicating. (DB)

ED 418 524 EC 306 333

Learning Your Rights and Role in Special Education Services. Revised.
SPONS. AGENCY- Department of Education, Washington, DC.

responsive to the needs of gifted girls, minimizing competition, practicing clustering, using compacting or learning contracts, integrating thinking styles, using role-playing, providing leadership opportunities, and integrating women into the curriculum. The final chapter, "Developing Resources and Support," describes how teachers can take advantage of resources already available in their schools to help meet the needs of gifted girls, including creating teacher coalitions, involving parents and students, involving the community, and planning a schoolwide program. A list of resource publications and publishers is included. (CR)

ED 418 540 EC 306 349

Cluett, Sandra E.; Mulvihill, Beverly A.
Early Identification of Children at Risk for Special Education Placement. Final Report. Student Initiated Research.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; *Disabilities; *Disability Identification; *Early Identification; Early Intervention; Grade 1; Interviews; Predictor Variables; Primary Education; Research Methodology; *Special Education; *Student Placement
IDENTIFIERS- Alabama (Birmingham); Birmingham Public Schools AL

This final report describes major activities and outcomes of a one-year project in Birmingham, Alabama, which attempted to utilize quantitative record linkage methodology and a qualitative family interview to increase the available information regarding risk factors associated with special education placement for young children. The project involved identification of the special education population and random selection of first grade general education students; a computerized retrospective data linkage, linkage of Alabama birth certificate data and Child Count data; qualitative interviews with 42 parents of children in general education and 92 parents of children in special education; development of risk profiles for special education placement; and dissemination of information to local and state early intervention and special education officials. Appendices include the data sharing agreement, the training protocol for training interviewers, the family interview protocol, and results of case control analysis. (DB)

ED 418 541 EC 306 350

Obringer, S. John; Kemp, Susan C.
The Effect of Computer Technology by Braille Students on Instruction Time.
PUB DATE- 92
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Accessibility (for Disabled);

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ability Identification; *Educational Objectives; Educational Practices; Elementary Secondary Education; *Gifted; Parent Participation; Preschool Education; Professional Development; Program Development; *State Programs; *State School District Relationship; Statewide Planning; Student Evaluation; *Talent
IDENTIFIERS- *Texas

This state plan for the education of gifted/talented students in Texas first offers a rationale and goal and then defines the state and district roles for educating gifted students. The plan provides guidelines for use by local district personnel in the development of gifted programs that meet state requirements. These guidelines include: (1) instruments and procedures to be used to assess students for program services, to measure diverse abilities and intelligences, and to provide students with an opportunity to demonstrate their talents and strengths; (2) a flexible system of viable program options that provides for a learning continuum to be developed throughout the district and reinforces the strengths, needs, and interests of gifted/talented students; (3) curriculum and instruction that meet the needs of gifted students by modifying the depth, complexity, and pacing of the general school program; (4) knowledge levels that will enable all personnel involved in the planning, development, and delivery of services to offer appropriate options and curricula; and (5) levels of community and family participation that should be encouraged by the district. Charts reflect activities that will be included in the District Effectiveness and Compliance review process, and recognized and exemplary activities that schools may want to implement. A glossary of relevant terms is included. (CR)

ED 418 559   EC 306 368

McGregor, Gail; Vogelsberg, R. Timm
Inclusive Schooling Practices: Pedagogical and Research Foundations. A Synthesis of the Literature that Informs Best Practices about Inclusive Schooling.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Classroom Techniques; Court Litigation; *Disabilities; Diversity (Student); *Educational Change; Educational Objectives; Educational Strategies; Educational Trends; Elementary Secondary Education; *Inclusive Schools; Interpersonal Competence; Outcomes of Education; Parent Attitudes; *Peer Acceptance; Peer Relationship; *Skill Development; Small Group Instruction; Teacher Attitudes; Teacher Role

This monograph summarizes the literature base that informs current understanding of the best approaches to support students with disabilities in inclusive settings. In part 1, a context is established by considering the movement toward inclusive schooling practices within the larger arena of school reform. This is followed by a synthesis of information about instructional practices that support diverse students. Finally, Finance; *Educational Needs; Elementary Secondary Education; Principals; *School Administration; School Buildings; School Construction; School Maintenance

School administrators need in-depth information to mount effective facility planning efforts, to develop and maintain satisfactory buildings for modern educational programs, to supervise the work of other professionals and technicians in designing and constructing facilities, and to evaluate such efforts. This document is an outline or syllabus for a college course covering these topics. It lists the objectives for the course, including that the student will be able to describe and evaluate the process used in various types of facility planning, and outlines the class requirements. The 19 suggested course topics include an introduction to the planning process, organizing staff for a building program, long-range planning, surveying existing facilities, facility evaluation instruments, developing capital improvement, involving the community, architectural selection, site selection, educational facility specifications, facility design, bidding, evaluation, plant maintenance, energy utilization, and other topics. (Contains 83 references.) (RJM)

ED 418 578 EF 005 036

Duke, Daniel L.
Does It Matter Where Our Children Learn?
SPONS. AGENCY- National Academy of Sciences - National Research Council, Washington, DC.; National Academy of Engineering, Washington, DC.
PUB DATE- 98
NOTE- 36p.; White Paper presented at an Invitational Meeting (Washington, DC, February 18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Aesthetics; Educational Change; *Educational Environment; *Educational Facilities Design; Elementary Secondary Education; School Safety; School Security; School Size; School Space; *Teacher Student Relationship

This paper reports on research that suggests that how schools are designed can affect such important factors as student safety, teacher-student relationships, and the academic performance of students. School condition has some effect on test scores but also entails a moral obligation for students' safety; more research is needed to compare building conditions with achievement. The size of schools is a complex variable, and although some studies have offered ideal school populations, others have shown that both small and large schools have distinct benefits. Contemporary attitudes toward functional adequacy encompass school design, classroom design, and nonclassroom space (such as auditoriums), but these new trends are largely unsubstantiated with studies. Recent examination of air quality, temperature, lighting, and noise has shown that all affect achievement, but combined studies in these areas are lacking. Organization, architecture, and "pride of place" can prevent negative social interactions, but no studies seem to address the question of being "too secure." Modern literature proposes several benefits of school location, but fails to compare these benefits against one another. The effect of an environment's aesthetics is difficult to research because it affects each student differently; however, that often seems to speaker conversation in college-level ESL programs. Contains 16 references. (MSE)

ED 418 598 FL 025 172

Tricamo, Janet; Snow, Marguerite Ann
Project LEAP: Learning English-for-Academic Purposes at California State University, Los Angeles. Evaluation Report. Final Report to FIPSE 1991-1994.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 73p.; For earlier reports in the series, see ED 363 112 and FL 025 173.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Preparation; College Second Language Programs; *Core Curriculum; Curriculum Development; *English for Academic Purposes; English (Second Language); *Faculty Development; Foreign Students; General Education; *High Risk Students; Higher Education; Immigrants; Instructional Design; Instructional Effectiveness; Language Minorities; *Limited English Speaking; Program Descriptions; Second Language Instruction; *Study Skills
IDENTIFIERS- California State University Los Angeles; Content Area Teaching

Project LEAP (Learning English-for-Academic-Purposes) is a three-year faculty development and supplemental instruction partnership to improve the academic literacy skills of native-born, immigrant, and international language minority students. Course teams composed of discipline faculty, peer study group leaders, and professional language specialists enhance conceptually and linguistically demanding general education courses by (1) integrating content and language instruction and (2) helping students master complex academic literacy skills through guided, sequential learning tasks, with frequent practice and peer and faculty feedback opportunities. Students (n=576) participated in the 9 language enhanced general education courses; of these, 128 of the most high-risk students participated concurrently in complementary language-enhanced study group courses. Study group participants, despite skill deficiencies on entry, achieved course grades and course completion rates approximately that of non-study group participants. The programs' approach and materials are models for other institutions seeking to improve the success of high-risk, underprepared students. (Author/MSE)

ED 418 599 FL 025 173

Snow, Marguerite Ann, Ed.
Project LEAP: Learning English-for-Academic-Purposes. Training Manual Year Three.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 336p.; For other reports in this series, see ED 363 112 and FL 025 172.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anthropology; Biology; College Science; College Second Language Programs; *Core Curriculum; Course Content;

providing course materials for students, training faculty, ease of system operation, range of services, and cost effectiveness. The most frequently available mediums for offering classes were teleconferencing, cable television, and compressed video. While 80 percent of the universities surveyed had distance education policies, only 40 percent of those policies included provisions for on-line courses. The major issues cited regarding the future of distance education included the need for adequate funding and continued faculty support. (MDM)

ED 418 619   HE 030 881

Rezendes, George J.; Gable, Robert K.
Assessing Academic Outcomes at the United States Coast Guard Academy: The Role of Student Attitudes.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; *Construct Validity; Curriculum Development; Factor Analysis; Higher Education; *Mathematics Education; *Outcomes of Education; Questionnaires; *Student Attitudes; Student Evaluation; Student Surveys; Tables (Data); Test Reliability; Test Validity
IDENTIFIERS- *Coast Guard Academy CT

This paper discusses the efforts of the Department of Mathematics at the United States Coast Guard Academy (USCGA) to determine the degree to which their courses support the published academic outcomes of the institution, and presents the results of a survey of student attitudes toward the academic outcomes. A survey questionnaire was developed and administered to 425 students taking mathematics courses during the spring term of 1997. Factor analysis of the results led to the identification of five outcome factors: problem solving, writing, reading, applied learning, and evaluation. The construct validity of the instrument was also examined. It is concluded that the construction of the survey required the department to examine in detail how its courses supported published USCGA outcomes and provided valuable feedback in the curriculum development process by establishing baseline assessments for each outcome. Three appendixes provide a listing of judgmental categories for attitude toward academic outcomes in mathematics courses, a copy of the survey questionnaire, and statistical tables. (MDM)

ED 418 620   HE 030 882

Chugh, Ram L.
Promoting Rural Development Through Linkages with Higher Education: A Case Study of the Northern New York Economy.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the Western Social Science Association (Albuquerque, NM, April 23-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration; *College Role; Community Organizations; *Community Services; Continuing Education; *Economic Development; Higher Education; *Rural Development;

many SREB states are creating plans and programs to deal with rising student costs for college; today colleges and universities have "restructured" to become more efficient; and today higher education is more accountable to the public and state leaders. (DB)

ED 418 640   HE 031 169

Harvey, Lee; Knight, Peter T.
Transforming Higher Education.
PUB DATE- 96
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; *College Outcomes Assessment; *Educational Change; Educational Policy; *Educational Quality; Evaluation Methods; Foreign Countries; Higher Education; Instructional Improvement; Learning Processes; Outcomes of Education; Policy Formation; Standards; Student Development; Student Evaluation
IDENTIFIERS- *United Kingdom

The theme of this book is that the drive for quality in higher education in Britain and the concurrent moves to reform teaching and learning have not been connected organizationally or in practice. Drawing on the Quality in Higher Education research project, the book examines the variety of meanings of "quality" showing that a tension has emerged between quality-as-accountability and quality-as-transformation resulting in a "compliance culture" in which transformation in students is not occurring. Chapter 1 explores the concepts of "quality" and "transformation". In Chapters 2 and 3, the pragmatic views on quality of internal and external stakeholders are examined. Chapter 4 suggests a paradigm shift has occurred in the move from elite to mass higher education. Chapter 5 considers the purposes, principles, and role of external quality monitoring in the light of policy initiatives. In Chapter 6 an alternative improvement-led approach, which links external monitoring to transformative quality, is proposed. Chapter 7 reviews how transformation relates to existing research into students' learning. Chapter 8 proposes that the assessment of student learning can either reinforce or subvert the goals of transformation. Principles of teaching that facilitate transformative learning are considered in Chapter 9. The final chapter urges transformation on the university level. (Contains approximately 450 references.) (DB)

ED 418 641   HE 031 170

Fordyce, Hugh R.
The College Fund/UNCF Statistical Report, 1996.
PUB DATE- 96
NOTE- 110p.; For the 1994 report, see ED 398 856. For the 1997 report, see HE 031 171.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Colleges; Black Students; College Admission; *College Faculty; Degrees (Academic); Educational Finance; Endowment Funds; *Enrollment Trends; Higher Education; National Organizations; Private Colleges; Statistical Data; Student Costs; Student Financial Aid; Tables (Data); Trend Analysis

ED 418 660 HE 031 189

Yorke, Mantz
Can Performance Indicators Be Trusted?
PUB DATE- 97
NOTE- 43p.; Revised version of a paper presented at the AIR Forum (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Policy; Foreign Countries; Higher Education; *Institutional Evaluation; *Performance Based Assessment; Politics of Education; *Reliability; *Validity
IDENTIFIERS- Performance Funding; *Performance Indicators; United Kingdom

This paper examines the purpose, validity, and reliability of performance indicators in higher education, focusing on the experience of higher education institutions in the United Kingdom. Specifically, it studies the role of student entry and exit performance, teaching and staff quality, retention and completion, and placement in employment as indicators of higher education performance. It examines these indicators in terms of the interests they serve, their validity, and their robustness (including their vulnerability to manipulation). The paper discusses the problems associated with each set of indicators, noting that the validity and reliability of such indicators are mixed and that government attempts to tie funding to performance indicators may have unintended consequences. The paper concludes that the belief that performance indicators can provide accurate information on institutional functioning appears to have weakened in recent years, with early optimism having becoming tempered by debate and experience. (Contains 40 references.) (MDM)

ED 418 661 HE 031 190

Mihkelson, Ann
A Model of Research Mentoring for Higher Education--An Overview.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Electronic Mail; Foreign Countries; Higher Education; *Mentors; Models; *Professional Development; Program Descriptions; State Universities; Teleconferencing; Workshops
IDENTIFIERS- *University of Tasmania (Australia)

This paper presents a model to enhance the research skills of junior academic staff through mentoring by senior staff, relating the application of this model to the University of Tasmania (Australia). The model provides opportunities for learning through reflection, interpersonal relationships, and the application of technology to enhance reflection and communication. The paper goes on to discuss the roles of mentors and mentees and the setting up of a mentoring scheme. A workshop format with a facilitator is especially recommended for exploring roles, reaching agreement on goals, and developing understanding and trust. Specific advice on the selection of mentors and mentees, gender issues, learning, reflection, communication, evaluation, the usefulness of technology (particularly electronic mail, teleconferencing, and overall number of doctorates, the report examines trends in doctorate production by field, and continues with sections examining trends in doctorates awarded by gender, race/ethnicity, and citizenship; time to degree; financial support during graduate school; and postgraduation status and plans of doctorate recipients. Narratives of key survey findings in each section are accompanied by figures displaying selected trend data and supported by a set of tables following the main text. The survey found that a record 42,415 doctorates were awarded by U.S. universities from July 1, 1995, through June 30, 1996, with women earning 16,945 doctorates and U.S. minorities nearly 13 percent of doctorates., up from 11 percent in 1994. Appendices provide supplementary tables on 1996 doctoral recipients, trend data on 1986-96 doctoral cohorts, technical notes, and a copy of the survey questionnaire. (CH)

ED 418 680 HE 031 229

Kaganoff, Tessa
Cost-Cutting in Higher Education: Lessons Learned from Collaboration, Technology, and Outsourcing Initiatives. Draft.
SPONS. AGENCY- Foundation for Independent Higher Education.; Andrew W. Mellon Foundation, New York, NY.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Consortia; Cooperation; Cost Effectiveness; Distance Education; *Educational Cooperation; *Higher Education; Institutional Cooperation; Paying for College; Private Schools; *Technology; Trend Analysis
IDENTIFIERS- League for Innovation in the Community College; National Assn Independent Colleges Universities; *Outsourcing

This document presents a review of cost-containment initiatives relevant to higher education institutions. Originally commissioned to examine cost containment initiatives carried out by institutions affiliated with the Foundation for Independent Higher Education (FIHE), the paper was expanded to include a sector-wide review of three types of cost-cutting initiatives--collaboration, technology, and outsourcing. The paper is organized around an introduction, which covers the background, purpose, methodology, and organization of the study, and separate sections that discuss benefits and limitations, provide examples, and make recommendations for each type of initiative. A final section deals with efforts by the three California state higher education systems to improve efficiency and maintain quality through short-term cost reductions, such as salary and hiring freezes, across-the-board cuts in various services, and early retirement incentives, and long-term cost reduction and quality improvement incentives such as total quality management and resource cost management. Also noted are programs reported by the National Association of Independent Colleges and Universities, the Center for Planning Information, and the League for Innovation in the Community Colleges. Appendixes include the FIHE survey results; a descriptive of a Partnership for Private Colleges program; additional data sources; and a list of key questions for higher education decision makers. (Contains 74 references.) (CH)

ED 418 681 HE 031 230

College Launch Model Employee Development Program" in Hopewell, Virginia; "Polaris Industries Committed to Excellence" in Osceola, Wisconsin (Mary Zins); "Work Keys a Graduation Requirement for Wichita Public Schools" (H. Guy Glidden); "Work Keys Heads North: Canadian Colleges Become Work Keys Service Centers"; "Retention Rates Are High for Workers Hired through Ontario Work Keys Program"; "Work Keys Builds Virginia's Workforce"; "Texas Workforce Center Meets Needs of Area Job Seekers and Employers" (Shu-Ching Chen); "The Greater Washington Board of Trade Undertakes a Workforce Availability Project"; and "'Filling in the Gaps': Design and Delivery of Work Keys-Based Training Programs" in Phoenix, Arizona. (YLB)

ED 418 223 CE 075 818

Simonsen, Peggy
Benchmarking Organizational Career Development in the United States.
PUB DATE- 95
NOTE- 30p.; Paper presented at the Development through Lifelong Learning Conference (Port Douglas, Queensland, Australia, October 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Benchmarking; *Career Development; Career Planning; Employer Employee Relationship; *Labor Force Development; Lifelong Learning; Needs Assessment; Organizational Climate; *Organizational Development

Career development has evolved from the mid-1970s, when it was rarely linked with the word "organizational," to Walter Storey's work in organizational career development at General Electric in 1978. Its evolution has continued with career development workshops in organizations in the early 1980s to implementation of Corning's organizational career development systems. A 1991 survey of 1,000 organizations revealed nearly 70 percent had or were beginning career development systems. Career Directions, Inc., uses the term "career management" to describe the process; career development is the outcome. Career development has three major components: self-insight; organizational information to permit career focus to manage one's career in ways consistent with company direction and needs; and goal setting, action planning, and plan implementation. To ensure that employees' career development is aligned with business needs, companies target development in competencies or "cascade information" about business goals. Three evolving models for comprehensive career development systems are: employee-driven, training-based; employee-driven, self-directed; and manager-driven models. Seven aspects to consider to achieve a systematic approach to career development are as follows: vision, shared responsibility, linking to business needs, employee assessment, management support and accountability, organizational information, and implementation and monitoring. Barriers to organizational career development are: compensation systems, labor unions, and neglect of nonprofessional employees. (YLB)

ED 418 224 CE 075 829

Redding, Terrence R.; Eisenman, Gordon; Rugolo, John
Training in Technology for Late Adopters: Learning in Retirement, Computers for Seniors.

DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Competence; *Competency Based Education; Curriculum Development; Educational Assessment; Learning Activities; *Literacy Education; *State Standards; Student Evaluation
IDENTIFIERS- *Pennsylvania

The Adult Learner Competencies Project included literature and consultation with adult education practitioners in Pennsylvania to establish competencies that can be used by all Adult Basic and Literacy Education (ABLE) providers in the state. The lists that were developed through the project, and which form the major part of this document, are intended to provide practitioners with a framework for designing curricula; assist practitioners in linking specific basic skills development with learner-selected activities and tasks; and provide better documentation for all programs. This report contains competency lists and sample instructional applications for three skill levels for skills in communication, numeracy, higher order skills, and extended literacy. Each competency includes a goal, objectives and subobjectives, and sample instructional applications in the areas of family, community and citizenship, and work. The report also contains suggestions for linking the adult learner competencies with assessment plans. (KC)

ED 418 242 CE 076 139

Iowa Vocational Education Performance Report. Fiscal Year 1997.
PUB DATE- 97
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Correctional Education; Education Work Relationship; Educational Finance; *Educational Legislation; *Federal Legislation; Outcomes of Education; Postsecondary Education; Program Effectiveness; Secondary Education; Sex Fairness; Special Needs Students; *State Programs; Tech Prep; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; Equal Educational Opportunities Act 1974; *Iowa

This report provides a summary of the activities of vocational education programs in Iowa in Fiscal Year 1997, especially in regard to the use of federal funds. The following 11 sections cover the main components of the state's vocational education program: (1) use of Perkins' funds; (2) vocational education goals and performance standards; (3) achievement in Iowa vocational education goals with Title II funds; (4) state leadership activities; (5) programs for single parents, displaced homemakers, and single pregnant women; (6) sex equity; (7) statewide projects funded with equity reserves; (8) programs for criminal offenders in corrections institutions; (9) family and consumer sciences programs; (10) tech prep programs; and (11) vocational education linkages with school-to-work. The report includes six enrollment charts and seven tables. (KC)

ED 418 243 CE 076 140

Vocational Education Review and Summary of the Performance Report of the Carl D. Perkins Technical and Vocational Education Funds, 1995-96.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English

list of 18 references. (MN)

ED 418 261 CE 076 183

Dadzie, Stella, Comp.
Equality Assurance: Self-Assessment for Equal Opportunities in Further Education.
PUB DATE- 98
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Civil Rights Legislation; Compliance (Legal); Disabilities; *Educational Opportunities; *Equal Education; Evaluation Methods; Foreign Countries; *Policy Formation; Postsecondary Education; Program Evaluation; Racial Discrimination; *School Policy; *Self Evaluation (Groups); Sex Discrimination; Sex Fairness; Sexual Harassment; Strategic Planning; Technical Education; Vocational Education
IDENTIFIERS- Quality Assurance; *United Kingdom

This manual is intended as a tool kit for further education (FE) colleges to use to develop their own approaches to equal opportunities policy development and implementation. The following topics are discussed in the eight sections: the manual's development; the case for equality; things an equal opportunities policy should cover; strategic and operational planning and the measurement of achievement; the self-assessment process; sector standards, key questions, and sources of indicative evidence (the FE college and its mission; teaching and learning; students' achievements; curriculum content, organization, and management; support for students; staffing and specialist equipment and cross-college and general provision; quality assurance; management; governance); and legal framework (relevant provisions of acts regarding sex, racial, and disability discrimination; legislative and nonlegislative equal opportunities considerations; case law). Appended are the following: practical guidance on dealing with racial, sexual, and other forms of harassment and relevant case law; list of 54 useful publications and 24 useful addresses; and guidelines for using the equal opportunities self-assessment pro forma. (MN)

ED 418 262 CE 076 184

Learner Motivation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Students; *Dropout Prevention; Dropout Research; Dropouts; Dyslexia; *Learning Motivation; *Literacy Education; Motivation Techniques; *Student Motivation

The "Focus on Basics" serial concerns adult learning and literacy. The eight short articles in this theme issue are all devoted to the topic of "learner motivation": (1) "Power, Literacy, and Motivation" (Greg Hart); (2) "The First Three Weeks: A Critical Time for Motivation" (B. Allan Quigley); (3)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Delphi Technique; *Educational Quality; *Program Evaluation; Secondary Education; *State Standards; *Technology Education; Vocational Education
IDENTIFIERS- *North Carolina; *Quality Indicators

A study was conducted to identify specific quality characteristics for North Carolina local technology education programs that can be used by educational leaders to assess quality within their programs. The indicators developed in this research study were validated through consensus drawing measures from a panel of experts in the fields of technology education, vocational administration, and teacher education. The process and procedures used to develop and validate this information was a conventional Delphi process. Round one of the Delphi process solicited information about what were the quality indicators of a technology education program from an expert panel. Once this information was obtained, round two had the expert panel rate these indicators; in round three, they ranked each indicator within a category. Round four validated those indicators kept from previous rounds. The process resulted in a list of 26 quality indicators for assessing technology education programs in North Carolina, grouped in the following categories: (1) philosophy and mission of program; (2) student populations; (3) program requirements; (4) safety and health; (5) professional development; (6) facilities, equipment, and materials; and (7) public relations. (Contains 23 references.) (Author/KC)

ED 418 281 CE 076 209

Strawn, Julie
Beyond Job Search or Basic Education: Rethinking the Role of Skills in Welfare Reform.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- 98
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Basic Skills; Demonstration Programs; Economically Disadvantaged; *Education Work Relationship; Educational Benefits; *Educational Needs; Educational Objectives; Educational Policy; Job Skills; Models; Program Development; *Public Policy; Trend Analysis; *Welfare Recipients; Welfare Services; Work Experience Programs
IDENTIFIERS- Secretarys Comm on Achieving Necessary Skills; *Welfare Reform; *Welfare to Work Programs

Most welfare-to-work programs may be classified as quick employment programs emphasizing individual or group job searches or skill-building programs emphasizing basic education. Although both types of programs offer benefits, they also suffer from significant limitations. To be more effective than their predecessors, current-generation welfare-to-work programs must meet two challenges: how to help the most disadvantaged recipients for whom job search may not be successful and how to help recipients find better jobs. The following welfare-to-work programs have been identified as combining learning and work in innovative ways and finding creative ways of bridging employer and welfare recipient needs: Chicago Commons Employment and Training Center (Chicago, agriculture projects and explains how using PATS can enhance project effectiveness. Following this introduction, four sections provide sector-specific information on program assessment, project development, training, and evaluation. These sections correspond directly to sections in the PATS manual. Four appendixes provide the following: (1) project goals, objectives, and milestones planning samples; (2) Peace Corps volunteer assignment description cover; (3) form for Peace Corps volunteers quarterly workplan and report; and (4) sample site survey form. (KC)

ED 418 300 CE 076 238

Programming and Training for Peace Corps Education Projects. Supplement to Peace Corps Programming and Training System Manual. Information Collection & Exchange T0080.
PUB DATE- 94
NOTE- 67p.; For other volumes of the "Peace Corps Programming and Training System Manual," see ED 318 881 and CE 076 236-240.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Developing Nations; *Educational Planning; Foreign Countries; Preservice Teacher Education; Program Administration; *Program Development; *Training Methods; *Volunteer Training; Volunteers
IDENTIFIERS- *Peace Corps

The Peace Corps Programming and Training System (PATS) manual is designed to help field staff members of the Peace Corps train volunteers. This supplement to the PATS manual was developed to provide complementary information about key aspects of Peace Corps programming and training for education. It is intended for individuals involved in Peace Corps programming and training, such as Peace Corps staff, contractors or consultants, and staff of host country agencies. The supplement uses examples drawn from a wide variety of countries to illustrate the programming and training development process. The first section of the supplement provides an overview of Peace Corps' past, current, and potential roles in education for development and addresses how the use of PATS can enhance that role. Following this introduction, four sections provide information on program assessment, project development, training, and evaluation. (KC)

ED 418 301 CE 076 239

Programming and Training for Peace Corps Youth Development Projects. Supplement to Peace Corps Programming and Training System Manual. Information Collection & Exchange T0085.
PUB DATE- 94
NOTE- 82p.; For other volumes of the "Peace Corps Programming and Training System Manual," see ED 318 881 and CE 076 236-240.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Adult Education; Community Programs; *Developing Nations; Foreign Countries; Preservice Teacher Education; Program Administration; *Program Development;

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; *Education Work Relationship; *Educational Finance; Educational Research; *Federal Aid; *Financial Services; Postsecondary Education; Secondary Education; State Programs; *Statewide Planning; Vocational Education
IDENTIFIERS- *Arizona; School to Work Opportunities Act 1994

A study explored the issue of fiscal agency and its relationship to planning and implementing school-to-work (STW) systems to inform stakeholders in Arizona's emerging STW system about other states' experiences. A review of the STW Internet Gateway yielded a subset of states based on factors such as their history in implementing STW and similarities to Arizona. Interviews were conducted via telephone, fax, or e-mail with 61 individuals in 20 states. Participants were asked to relate their experiences with and as fiscal agents, how fiscal agents were chosen, and strengths and weaknesses of a particular type of fiscal agency. STW partnerships used four types of fiscal agents: educational institutions; training institutions; business and labor organizations; and "other" organizations. Effective fiscal agents had the following characteristics: existing mechanisms/structures, neutrality, experience in federal grant management, skill in fostering involvement, philosophy, and accessibility/central location. Educational institutions offered the advantages of being accustomed to handing federal monies and familiar with state-level policies and procedures. A major drawback was that their use contributed to "turf" issues. The other three types had geographic and size advantages, were able to coordinate function in multiple school districts, and were able to handle workload and manage cash flow. A disadvantage was a lack of knowledge regarding how schools operate. (YLB)

ED 418 320 CE 076 283

Vandegrift, Judith A.; Wright, Joel
Arizona Counselors' Perceptions of School to Work: Baseline Results. Arizona School to Work Briefing Paper #5.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix. Div. of Adult Education.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; Counselor Attitudes; *Counselor Role; *Education Work Relationship; *Educational Change; Educational Research; Elementary Secondary Education; Postsecondary Education; *Program Implementation; *School Counselors; Secondary Education; State Programs; *Statewide Planning; Vocational Education
IDENTIFIERS- *Arizona; School to Work Opportunities Act 1994

A baseline study of Arizona public school counselors ascertained the amount of time they spent individually with students and the nature of the counseling provided; it also measured their opinions and attitudes toward school-to-work (STW). Surveys were mailed to every Arizona high school and junior high/middle school, a random sample of elementary schools, and a targeted sample of charter schools; 374 usable surveys were returned by the schools' guidance counselors and analyzed. Findings were compared with previously reported results for parents, businesses, teachers, and school administrators, as appropriate. Ninety percent of the counselors were aware of STW, compared with 83 percent of school administrators, 44

*Contraception; Family Planning; Females; *Focus Groups; High Risk Students; Intention; Interpersonal Communication; Males; Motivation; Peer Influence; *Pregnancy; *Public Policy; Secondary Education; Sexuality
IDENTIFIERS- Adolescent Attitudes; *Risk Taking Behavior

Findings in this report summarize the first phase of a larger, multi-year study that is combining qualitative and quantitative methods to outline a conceptual framework to guide future demographic/fertility research, pregnancy prevention programs and policies. Twelve focus groups--involving a multiculturally representative group of male and female adolescents (N=106)--were held in two cities so as to learn about teens' views on adolescent childbearing and to develop possible pregnancy prevention programs and policies. Participants were encouraged to discuss openly their opinions about three topics: teen sexual activity, pregnancy, and contraceptive behavior. Topics discussed are: (1) teen culture regarding sex; (2) reasons teens have sex; (3) reasons teens do not have sex; (4) the influence of relationships on sexual behavior; (5) decision-making concerning sex; (6) the consequences of sex; (7) acceptance of teen pregnancy; (8) sexual partners' communication about pregnancy; (9) contraceptive methods; (10) reasons teens choose to use or not to use contraceptives; (11) private versus public school context; (12) adolescents' suggestions about how to motivate teens to prevent pregnancy and delay first sexual intercourse; and (13) social policies for preventing teen pregnancy. (EMK)

ED 418 338 CG 028 324

Silver, Rawley
Updating the "Silver Drawing Test" and "Draw A Story" Manuals.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Art Therapy; *Attitude Measures; Emotional Disturbances; *Literature Reviews; Neurological Impairments; Self Concept; Sex Differences; Test Validity
IDENTIFIERS- *Draw a Story; *Silver Drawing Test

The Silver Drawing Test (SDT) and Draw A Story (DAS) test were designed to reveal a person's cognitive and emotional conditions. How these tests were developed and some of the research concerning their efficicacy are detailed in this report. It opens with an overview of the SDT. The report then discusses recent studies on the test: "Sex and Age Differences in Attitudes toward the Opposite Sex," "Gender Differences and Similarities in Spatial Abilities of Adolescents," and "Gender Parity in Spatial Skills." Some unpublished research is also detailed: "Brazilian Standardization of the SDT," "Comparing the SDT with Four Diagnostic Instruments," and "Age and Sex Differences in Fantasies about Food and Eating." Included with these unpublished works on the SDT are masters' theses written since 1988. Summaries of other research examining reliability, validity, outcome studies, age and gender differences,as well as work with hearing-impaired children and learning-disabled children are also presented. The second part of the document analyzes the Draw A Story: Screening for Depression (DAS) test. It presents critical studies of the test published after 1993: "Identifying and Assessing Self-Images in Drawings by Delinquent Adolescents," "Sex Differences in the Solitary and Assaltive Fantasies of Delinquent and Nondelinquent

DESCRIPTORS- Adolescents; Adults; *Conflict; Ethnic Groups; Evaluation Methods; Graduate Students; Higher Education; *Males; *Sex Role; Statistical Analysis; *Test Validity; Undergraduate Students; Young Adults

IDENTIFIERS- *Confirmatory Factor Analysis; Exploratory Factor Analysis; Gender Issues; *Gender Role Conflict Scale

This report provides a basis for understanding the confirmatory factor analysis (CFA) results on the Gender Role Conflict Scale (GRCS) through exploratory factor procedures. Recently, researchers have expanded the available psychometric information on the GRCS through the application of CFA procedures to the hypothesized four-factor model. The four hypothesized factors of the GRCS reflect the four sub-scales of: (1) success, power, and competition; (2) restrictive emotionality; (3) restrictive affectionate behavior between men; and (4) conflict between work and family relations. The study is in two parts. Sample 1 consisted of 198 male undergraduate and graduate students ranging in age from 16-39. The students' ethnicities were White, Asian, Black, Hispanic, and Native American. Sample 2 involved 486 male graduate and undergraduate students ranging in age from 17-48 years. The categories were the same as in sample 1. Participants completed the 37-item, self-reporting GRCS. Results of the exploratory factor analysis provide additional support for the established four-factor model of the GRCS; however, some items can be rewritten to be more pure measures. Claims that the authors and/or users of the GRCS will need to determine if the costs of the revision process will be worth the benefits. (MKA)

ED 418 357   CG 028 377

Bloland, Paul A.

The Leitmotif of Learning through the Extracurriculum.

PUB DATE- 97

NOTE- 15p.; Paper presented at the Joint Conference of the National Association of Student Personnel Administrators and American College Personnel Association (Chicago, IL, March 19-23, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Strategies; *Extracurricular Activities; Higher Education; *Learning; *Peer Influence; *Student Development; Student Personnel Services; Undergraduate Students

Some perspectives on the potential of undergraduates' formal and informal experiences outside of the classroom are detailed. The paper presents historical information beginning with the concern of inculcating good manners and habits of responsibility as learning objectives for the extracurriculum. It discusses the analogy of the extracurriculum as a real-life laboratory situation and introduces the goal of developing good leadership, fellowship, and other qualities of good citizenship. Next, the paper details the articulation of a broader educational philosophy for student activities and calls for the reintegration of the "out-of-class" experiences and the classroom, and the identification of learning goals to be a distinct contribution of the extracurriculum itself to the academic life of the institution. The paper concludes with a brief summary of what current research reveals about the effects of student involvement in out-of-class activities. (MKA)

ED 418 358   CG 028 378

*Literacy; Secondary Education; *Student Evaluation; *Teacher Attitudes; Teacher Surveys
IDENTIFIERS- Australia (Queensland)

A study was conducted as a preliminary phase in a classroom-based research project investigating how teachers and students construct understandings of literacy assessment during the first year of secondary school. The study was designed to provide information about teachers' perceptions of assessment to assist primary and secondary teachers and administrators to plan literacy assessment programs and tasks that are responsive to the needs of their students. Another aim was to provide information about concerns raised by teachers in using criteria-based assessment. A survey was developed, using open and closed questions, and sent to 100 state high schools in Queensland, Australia. Data from the 120 returned surveys were analyzed using both qualitative and quantitative techniques. Findings are presented in the following areas: teachers' perceptions of literacy assessment in Year 8; teachers' perceptions of Year 8 students' problems with literacy assessment; and teachers' perceptions of what students need to know and understand about assessment in Year 8. The implications of these findings for teaching and assessing literacy in primary and secondary schools are outlined, and issues in using criteria-based assessment are discussed. (Contains 20 references; appended is a sample poetry assignment with criteria for assessment). (Author/NKA)

ED 418 377 CS 013 146

Maria, Katherine
Conceptual Change in a Young Girl: A Longitudinal Case Study.
PUB DATE- 97
NOTE- 28p.; Paper presented at the Annual Meeting of the National Reading Conference (47th, Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Concept Formation; Grade 1; Learning Processes; Longitudinal Studies; *Misconceptions; Primary Education; *Science Instruction; *Scientific Concepts; Sex Differences
IDENTIFIERS- Trade Books

A longitudinal case study focused on the process of conceptual change in science of a young girl. The subject, the researcher's granddaughter, was 6 years and 6 months old and in first grade when the first of 19 hour-long sessions began. Sessions were spread over a two-year period. A concurrent case study was being conducted with the researcher's grandson. Tradebooks and discussion were used to provide scaffolded and developmentally appropriate science instruction. Data included field notes and interviews. Results indicated that (1) the developmentally appropriate instruction enabled both children to restructure their alternative conceptions of scientific principles; (2) both seemed to follow the same process of conceptual change (they at first held onto their ideas despite instruction, then underwent a period when they held alternative conceptions and ideas consistent with scientific understanding at the same time, and finally a time when they abandoned their alternative conceptions); (3) both children had to be encouraged to have confidence in themselves as learners at the same time that their confidence in their original ideas was being challenged for conceptual change to take place; (4)

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Case Studies; *Cultural Context; Discourse Analysis; Elementary Secondary Education; Foreign Countries; *Language Minorities; *Literacy; Naturalistic Observation; Student Empowerment
IDENTIFIERS- *Australia; *Discourse Communities; Learning Environments; Literacy as a Social Process

A study, funded by the Australian government, explored differences in the literacy practices of schools, families, and community groups. In particular, the study examined the matches and mismatches between the discourse practices of home and school, and the impact that any differences had on students' school success. Also observed were innovative attempts to create school curricula and learning environments that meet the needs of specific students and which facilitate effective partnerships among home, school, and community. Case studies were conducted in four schools (one secondary, three elementary) which had been identified as adopting innovative strategies to respond to differences in language and literacy practices in their communities; all the schools had significant populations of language minority children. Detailed observation and discourse analysis of the literacy practices of 35 case study children as they moved about at home, school, and community contexts was carried out. Transcripts (n=13) of discourse analysis illustrate the research results. One important finding was that children from "minority" language and cultural backgrounds are not the only ones who may find school literacy less than empowering. While many children from mainstream culture may be academically successful, their learning is nevertheless constrained by mismatches between literacy at home and at school. It is clear from this study that families and schools differ markedly in their literacy practices and values and significant differences exist among families in the way they define and use literacy. (Contains 43 references.) (NKA)

ED 418 396   CS 013 171

Hannon, Peter
Family Literacy in a Balanced Early Childhood Program.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the International Reading Association (43rd, Orlando, FL, May 3-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Emergent Literacy; *Family Literacy; Foreign Countries; *Learning Processes; Models; *Parent School Relationship; Parent Student Relationship; Parent Teacher Cooperation; Teacher Role
IDENTIFIERS- *Balanced Literacy; England (Sheffield); *Learning Environment

This paper addresses classroom teachers' influence on children's literary learning in families. The challenge of working with families has sometimes been ignored in the past, leading in effect to parental exclusion. An alternative approach can be based on some key ideas. A broad concept of family literacy and an expanded concept of literacy teaching which recognizes a spectrum from "instruction" (characteristic of schools) to "facilitation" (characteristic of families) may be emphasized. A distinction could be made between children's home literacy

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Audience Awareness; Authors; *Autobiographies; Journal Writing; Life Events; *Prose; Publishing Industry; *Writing for Publication; *Writing Processes; Writing Skills
IDENTIFIERS- *Authorship; Idea Generation; *Personal Experiences

Through the guide's 39 chapters, a person can learn how to write his or her life, and how to prepare, submit, and sell the story. The guide offers advice on: ideas--how to spot them, enjoy them, and jot them down; first drafts and the value in simply telling the story and revising later; establishing a writing routine and keeping it; the hows and whys of keeping a journal; using humor to share personal stories; preparing manuscripts; networking--when it helps, when it does not help; and handling rejection and acceptance. The appendixes include a cover letter, a case study showing how the author published a personal experience piece titled "Waiting for Daddy," and an editor's analysis. (NKA)

ED 418 420 CS 216 310

Connors, Robert J.
Composition-Rhetoric: Backgrounds, Theory, and Pedagogy.
PUB DATE- 97
NOTE- 384p.; Pittsburgh Series in Composition, Literacy, and Culture.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cultural Context; *Educational History; *English Instruction; Higher Education; *Rhetoric; Teacher Role; Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- *Academic Discourse; Composition Theory; *Historical Background; United States

This book recounts the story of the people who have studied and taught composition in American colleges since the early 19th century. It shows where many of today's teachers' practices and assumptions about writing come from, and it translates what theories and techniques of teaching have, over time, indicated about attitudes toward students, language, and life. Chapters in the book are: (1) Gender Influences: Composition-Rhetoric as an Irenic Rhetoric; (2) Shaping Tools: Textbooks and the Development of Composition-Rhetoric; (3) Composition-Rhetoric, Grammar, and Mechanical Correctness; (4) Licensure, Disciplinary Identity, and Workload in Composition-Rhetoric; (5) Discourse Taxonomies in Composition-Rhetoric; (6) Style Theory and Static Abstractions; and (7) Invention and Assignments in Composition-Rhetoric. (Contains extensive notes and a bibliography.) (NKA)

ED 418 421 CS 216 311

Werner, Mark
Spanning the Research/Application Interface: Liaisons and Trainers as Agents Bridging Expert and Semi-Expert Discourses.
PUB DATE- 94
NOTE- 8p.; Paper presented at the Annual Penn State Conference on Rhetoric and Composition (University Park, PA, July 15-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

Aitken, Joan E.; Dey, Ann M.
Film Portrayal of People with HIV/AIDS.
PUB DATE- 98
NOTE- 28p.; Paper presented at the University of Kansas Annual Film Symposium (Lawrence, KS, April 25, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Audience Awareness; *Characterization; *Controversial Issues (Course Content); Discussion (Teaching Technique); *Films; Higher Education; Homosexuality; Instructional Effectiveness; Interpersonal Communication; *Mass Media Use; *Questioning Techniques
IDENTIFIERS- *Film Viewing

This paper contends that there seem to be two basic types of films about HIV/AIDS: those produced by mass media (television, movies, news, soap operas) and those produced outside the commercial sphere (independent or "activist" videos and films). According to the paper, "Longtime Companion," "Philadelphia," "It's My Party," "And the Band Played On," and "Jeffrey" fall into the category of those produced by mass media. The paper discusses these major films that deal with HIV/AIDS, as well as a few "gay" films. It also provides many questions for discussion that can be used in the classroom, both general questions about HIV/AIDS and questions geared toward the specific film. Among the paper's conclusions are that, since mass media films are geared to the conventional audience, they tend to have certain characteristics--on the negative side, they are about dying and give a narrow portrayal of sexuality--the more positive side seems to be in the portrayal of family and community. The paper notes that, in the end, the films are a paradox, just as the entire AIDs epidemic has been. Contains 20 references. (NKA)

ED 418 442 CS 509 808

Expanding Possibilities of Periodicals for Children in Asia and the Pacific. Report of the 1997 Training Course on Production of Periodicals for Children (Tokyo, October 1-15, 1997).
PUB DATE- 97
NOTE- 86p.; Produced by the Asia-Pacific Cooperative Programme for Reading Promotion and Book Development.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - General (140)
DESCRIPTORS- *Childhood Interests; *Cultural Context; Foreign Countries; Marketing; Newspapers; *Periodicals; Picture Books; *Production Techniques; *Publishing Industry; Reading Materials
IDENTIFIERS- *Asia Pacific Region; Asian Culture; *Childrens Magazines

Following the proceedings of the training course on children's periodicals held in 1997 in Tokyo, this report contains the following articles: (1) "Children's Life and Magazines" (Jiro Saito); (2) "Periodical Picture Books to Develop Reading Skills of Children" (Tadashi Matsui); (3) "How to Produce Attractive Educational Magazines for Children" (Jacqueline Kergueno); (4) "Successful Promotion of Children's Magazines and the Roles of standards, guides instruction, informs students and parents of progress, and provides information on program effectiveness; (4) support and resources are needed to implement the elements of a continuous-improvement accountability system; and (5) a standards-based accountability system fully shared and supported by all stakeholders will ensure the needed systemic changes for improved student learning. (RJM)

ED 418 463 EA 028 884

Dollars and Sense: A Simple Approach to School Finance.
PUB DATE- 97
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Expenditure Per Student; Expenditures; Instructional Student Costs; School Accounting; School Effectiveness; *School Funds; Special Education; State Boards of Education
IDENTIFIERS- *California

In this report, California's Little Hoover Commission examines the historical context of and current problems with the state's education finance system. In developing the five findings and eight recommendations, the Commission looked for ways to streamline funding without losing sight of three goals: (1) providing childen who have diverse needs the equity of opportunity to learn rather than mere equity of dollars spent; (2) retaining local control of methods and options while requiring uniform statewide standards; and (3) investing adequate resources to ensure a well-educated, productive citizenry. With those goals in mind, the Commission urges the Governor and the state legislature to take several steps, including: (1) redesigning the education funding system to simplify formulas, redirect the focus to education needs rather than process and ensure meaningful equity of educational opportunity; (2) simplifying the special education system to ensure equity and flexibility without diminishing protections for children with special needs; (3) realigning fiscal accountability measures so they conform with and drive decision-making toward the statewide educational goals now being developed; (4) re-enforcing local control of schools by creating a local funding option; and (5) convening a process to build consensus on what elements constitute an adequate education environment in California. (AA)

ED 418 464 EA 028 900

Karmokolias, Yannis; Maas, Jacob van Lutsenburg
The Business of Education: A Look at Kenya's Private Education Sector. IFC Discussion Paper Number 32.
PUB DATE- 97
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Demand; *Educational Finance; Educational Needs; Elementary Secondary Education; Foreign Countries; *National Surveys; *Private Education; *Private Schools; Proprietary Schools; School Demography; *School Funds
IDENTIFIERS- *Kenya

This case study surveys the educational services provided by the

Leaders Addressing Issues of Multicultural Education and Social Action" (Scott Willison), discussing how one Connecticut high school has empowered students to take a leadership role in discouraging prejudice and discrimination; chapter 3, "The Student Leadership Institute" (R. E. Daniel), describing the reform effort of one high school that led to the establishment of the Student Leadership Institute; chapter 4, "Setting an Example Worth Following: The Challenge of Teaching Leadership" (Heather H. Ordover), discussing urban high schools struggling with the question of how to turn students into leaders; chapter 5, "We Have Ideas: Students' Voices in Restructuring" (Cynthia J. Reed, David Bechtel), showing that students can make valuable contributions and serve as partners in the restructuring efforts of schools and in doing so, take on active leadership roles; chapter 6, owering Students to Address Current Issues: The Vermont Governor's Institute on Public Issues and Youth Empowerment" (John Ungerleider, Ange DiBenedetto), describing students of a summer institute feeling confident, inspired, and motivated to take on community-service learning projects; chapter 7, "Understanding Student Leadership Through Peer Mediation" (Patricia Ensell Trela, Michael J. Conley), presenting a preliminary study that explores the possible linkage between the skills developed by peer mediators as a result of peer mediation training and program participation, and student leadership; chapter 8, "The Development of Nontraditional Student Leadership" (Tracey Schaub, Sukanya Lahiri, John Laurence Auerbach), exploring student leadership through the eyes of two students who made their impact outside the traditional roles offered in most high schools; chapter 9, "The View of the Principal's Desk" (Chuck Christensen), presenting the activities, words, and philosophies of two high school principals as they cope with the challenges of supporting student leadership in two very different school settings; and chapter 10, "Leading Lessons" (Thomas O'Neil), attempting to answer a series of questions about student leadership that complicate its expression and promotion in schools. (An index is included.) (RJM)

ED 418 483 EA 028 981

Tabarlet, John E.
The Role of the School Administrator in the Implementation of Alternative Assessment Procedures.
PUB DATE- 96
NOTE- 14p.; Paper presented at the Annual Conference of the National Council of Professors of Educational Administration (50th, Corpus Christi, TX, August 6-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Educational Innovation; Evaluation Methods; High Schools; Models; *Performance Based Assessment; Principals; *School Administration; *Student Evaluation
IDENTIFIERS- *Alternative Assessment; Texas

Ways in that to identify alternative assessment procedures that mirror actual performance are explored. The paper focuses on how high schools in three Texas school districts adopted alternative assessment methods and the variables which led to the actual implementation of these procedures by the classroom teachers. The information is intended to provide useful data to school officials interested in initial implementation of alternative assessment in their districts or in making this

Approaches, and Recommended Solutions.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Models; *Prevention; *School Security; *Student Behavior; *Violence
IDENTIFIERS- Oregon

This document addresses the twin issues of youth violence and school safety. Violence from the larger society has spilled over into schools in ways that can make them unsafe, and school safety has emerged as a pressing concern of public schools. Violence within the context of schooling is expressed in extreme forms of reactive and proactive aggression, antisocial behavior patterns and oppositional-defiant behavior. Schools are highly vulnerable to the damaging effects of these student behaviors and often must take radical steps to prevent, control and offset their toxic effects. This report addresses with key issues, problems, approaches and recommended solutions to these challenges to the schooling process. In addition, additional resources are recommended to establish and maintain a safe school environment and teach all students how to resolve conflicts peacefully, express empathy, develop friendships and positive relationships with others, regulate one's behavior, and accept the consequences of one's actions. It is essential that schools take steps to address two key goals in making the school safe: (1) to insure that the physical facility is designed appropriately and that the school environment is supervised carefully and (2) to establish a safe, positive, inclusive and academically effective school environment. Achievement of these two goals will make it possible for schools to again become safe havens in which to teach and socialize children. (Author)

ED 418 505 EA 029 016

Federal Education Funding: Multiple Programs and Lack of Data Raise Efficiency and Effectiveness Concerns (Supplemental Information to Testimony).
PUB DATE- 98
NOTE- 26p.; For related document, see ED 415 583.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accounting; Budgeting; *Educational Administration; *Educational Finance; Elementary Secondary Education; Expenditures; Federal Aid; Federal Programs; *Financial Policy

In 1997, United States Senator Barbara Boxer asked the General Accounting Office to address certain questions she had about education programs. The answers to her questions are provided in this report. The information centers on five areas: (1) the definitions and criteria used to identify the number of federal education programs and departments that administer them; (2) the number of funded federal education programs providing direct instructional assistance and indirect instructional assistance to students in kindergarten through grade 12; (3) current data on how the Title I program has been working since its 1994 reauthorization; (4) the "catch 22" that federal policymakers face in wanting both accountability and more state and local flexibility; and (5) information on Performance Partnership Grants. The information is intended to help

PUB DATE- 95
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conflict Resolution; Decision Making; Delivery Systems; *Disabilities; *Due Process; Educational Legislation; Elementary Secondary Education; Eligibility; Federal Legislation; Individualized Education Programs; Parent Participation; *Parent Rights; Parent Role; Referral; Residential Programs; Screening Tests; *Special Education; State Legislation; *State Standards; Student Evaluation; Student Placement
IDENTIFIERS- Arizona

Intended for parents (or surrogate parents) of children with disabilities in Arizona, this handbook explains rights and procedural safeguards under federal and state laws. Section 1, an introduction to special education, is followed by a section on parent rights in relation to the Individuals with Disabilities Education Act, initial evaluation, initial special education placement, confidentiality of student records, contents of prior written notice to parents, due process hearings, and attorneys' fees. Sections 3 and 4 describe 12 steps of student evaluation and placement including: (1) screening, (2) referral, (3) parental consent for evaluation, (4) student evaluation, (5) the multidisciplinary team meeting; (6) review of evaluation results; (7) the Individualized Education Program (IEP), (8) student placement in a special education program; (9) delivery of special education services; (10) semester progress reports; (11) annual IEP reviews; and (12) reevaluation for continued eligibility. Sections 5 and 6 discuss residential placement and the parent role. Section 7 addresses the importance of the child's school records and section 8 considers avenues, such as local, state, federal, and civil court, when the parent has concerns. The final section identifies other available resources, offers a glossary of terms, and lists relevant organizations and national toll-free numbers. Also included is a summary explanation of procedural safeguards. (DB)

ED 418 525   EC 306 334

Smutny, Joan Franklin, Ed.
The Young Gifted Child: Potential and Promise: An Anthology.
PUB DATE- 98
NOTE- 582p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Ability Identification; *Child Rearing; Early Childhood Education; Educational Needs; Emotional Development; *Gifted; Infants; Minority Groups; Program Development; Social Development; Special Needs Students; *Young Children

Forty-one papers on young gifted children are grouped in sections on identification, special populations, parenting, social/emotional needs, and education. The papers are: "The Beginnings of Giftedness: Optimizing Early Learning" (Clark); "Identifying the Gifted Infant" (Gelbrich); "Seeking Advanced Potentials: Developmentally Appropriate Procedures for Identification" (Kingore); "A Sensibility Approach To Identifying and Assessing Young Gifted Children" (Fisher);

*Blindness; *Braille; *Computer Assisted Instruction; Computer
Software; Educational Technology; Elementary Secondary
Education; *Instructional Effectiveness; Mainstreaming; Special
Education Teachers; *Time Factors (Learning)

IDENTIFIERS- Single Subject Designs

This study used a single-subject design to investigate the feasibility of using computer access technology by Braille reading students who are mainstreamed. The technology would reduce the time that vision teachers spend transcribing Braille work for mainstream teachers and thereby increase the time vision teachers spend in direct instruction and consultation. Three Braille students and their three vision teachers were the subjects of the study. Students used various software programs including speech access programs. During the intervention, the Braille reading students each used a computer and computer access technology to do their classwork and produce a print copy for their mainstream teacher. For all three teachers, there was a marked decrease in the amount of time spent transcribing the students' classwork from Braille to print when the student used computer access technology. There was also an increase in the amount of time the teachers spent in direct instruction, although there was not an increase in consultation time. Data collection forms are appended. (Contains 14 references.) (DB)

ED 418 542 EC 306 351

Easterbrooks, Susan R.

Adapting the Regular Classroom for Students Who Are Deaf/Hard of Hearing.

PUB DATE- 98

NOTE- 28p.; Paper presented at the Annual Convention of the Council for Exceptional Children (Minneapolis, MN, April 18, 1998).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Acoustics; Assistive Devices (for Disabled);
Certification; *Classroom Environment; *Deaf Interpreting;
*Deafness; Elementary Secondary Education; Inclusive Schools;
*Mainstreaming; Notetaking; *Partial Hearing; Predictor
Variables; Student Placement; Test Interpretation

This paper describes several tools that the regular and special education teacher can use to ensure that modifications for students with hearing impairments in the regular classroom are both available and of sufficient quality. First, the Mainstream Success Index, an aid to interpreting test scores for the purpose of making educational decisions, is described. The Index focuses on four factors which are most predictive of mainstream success: verbal achievement, receptive language, expressive language, and reading achievement. Second, specific suggestions are offered for modifying the acoustic environment so that standards for the ambient noise level and the signal to noise ratio are met. Third, guidelines for using an interpreter in the classroom and information on interpretation, types of certifications, interpreter roles and responsibilities, and the relationship between interpreter and teacher are offered. Finally, the use of classroom note-takers is discussed including technical equipment and decisions regarding use of a professional or a volunteer. Handouts and overheads are attached. (DB) part 3 summarizes available research about inclusion. This includes research that informs implementation efforts, as well as studies which examine outcomes. Among the findings: (1) students with disabilities demonstrate high levels of social interaction in settings with their typical peers, but placement alone does not guarantee positive social outcomes; (2) interactive, small group contexts facilitate skill acquisition and social acceptance; (3) friendships do develop between students with disabilities and typical peers; (4) teachers play a critical role in facilitating friendships; (5) the performance of typically developing students is not compromised by the presence of students with disabilities; (6) parent support for inclusion is positively affected by actual experience; and (7) although many teachers are initially reluctant about inclusion, they become confident in their abilities with support and experience. Appendices include relevant federal appellate court decisions and research study tables. (Contains over 450 references.) (CR)

ED 418 560 EC 306 369

Thompson, Anne R.; Bethea, Leslie L.
Project PAACS: Postsecondary Accommodations for Academic and Career Success. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 212p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assistive Devices (for Disabled); Case Studies; *College Students; *Disabilities; Faculty; Higher Education; Knowledge Level; Models; *Needs Assessment; Student College Relationship; *Training Methods; Vocational Rehabilitation
IDENTIFIERS- *Academic Accommodations (Disabilities)

This final report discusses the activities of Project PAACS (Postsecondary Accommodations for Academic and Career Success), a project located on the campus of Mississippi State University and designed to work with the T. K. Martin Center for Technology and Disability to research the assistive technology needs of students with disabilities. Comprehensive research on the assistive technology needs of 141 college students with disabilities was conducted, analyzed and used as the basis for a model training program and a desk reference guide that provided a quick reference for ways assistive technology may improve and expand the academic, career, and employment opportunities of such students. The knowledge of disability laws and recent court cases of 400 faculty/administrators and 70 student affairs staff was also used in the development of a second model training program. The final component of the training program was a guide that provided essential information on accommodations for students with disabilities. A case study of a 27-year-old senior with a history of learning disabilities illustrates how assistive technology can be used to assist with reading, writing, taking notes, and organization. Appendices include assessment forms and training syllabus. (CR)

ED 418 561 EC 306 370

Financial Aid for Students with Disabilities, 1998.
SPONS. AGENCY- Department of Education, Washington, DC.

be the most "real" variable. This white paper discusses such issues, examines the research and information available, and proposes a "systematic inquiry" across several fields in order to further substantiate proposed solutions to current educational demands. Contains 47 references. (RJM)

ED 418 579 FL 023 293

McKay, Penny
A National ESL Curriculum Framework--The ALL Projects Input.
PUB DATE- 89
NOTE- 23p.; In: "Australian Teachers of English to Speakers of Other Languages 6th Annual Summer School Proceedings."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Articulation (Education); Curriculum Design; *Curriculum Development; *Educational Policy; Elementary Secondary Education; *English (Second Language); Foreign Countries; *National Programs; Policy Formation; Program Descriptions; *Public Policy; Second Language Instruction
IDENTIFIERS- Australia; *Australian Language Levels Project

The Australian Language Levels Project (ALL) is involved in the development of the guidelines for curriculum activities in both Languages-other-than-English (LOTE) and English-as-a-Second-Language (ESL), in Australia. The ALL Project developed two kinds frameworks that contain guidelines with a degree of flexibility needed to be adapted to specific instructional situations. The project proposal consists of an organizational and a curriculum framework, and processes for development, which include curriculum renewal, an integral relationship between professional and curriculum development, and broad national consultation. Specific characteristics of each of these components are outlined. A rationale for the framework approach to an ESL curriculum is also outlined; reasons for adopting it include: provision of opportunity to learn English and reach full individual and societal potential; continuity in elementary/secondary education; commonality across states and territories; and extension of national policy ideals to curriculum and practice. The situation regarding national ESL curriculum initiatives in Australia is also detailed. Contains eight references. (MSE)

ED 418 580 FL 024 955

Cowie, Neil
Cooperative Development: Professional Self-Development for Language Teachers through Cooperation with a Colleague.
PUB DATE- 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Observation Techniques; College Faculty; *Cooperation; English (Second Language); Faculty Development; Foreign Countries; Higher Education; *Instructional Improvement; *Language Teachers; *Peer Influence; *Peer Relationship; Personal Narratives; *Professional Development; Second Language Instruction
IDENTIFIERS- Japan

This article describes the implementation of the cooperative

Course Organization; Curriculum Development; *English for Academic Purposes; English (Second Language); *Faculty Development; Foreign Students; General Education; Health Education; *High Risk Students; Higher Education; Immigrants; *Instructional Design; Instructional Materials; Language Minorities; Limited English Speaking; Program Descriptions; Science Instruction; Second Language Instruction
IDENTIFIERS- California State University Los Angeles

Project LEAP (Learning English-for-Academic-Purposes) is a three-year faculty development and supplemental instruction partnership to improve the academic literacy skills of native-born, immigrant, and international language minority students. This manual is the third set of faculty development materials produced by the project, presenting activities and exercises for three general education courses in anthropology, biology, and health science. The materials were designed by participating study group leaders, language specialists, and course professors and are designed to provide study skills and linguistic support to the target populations in those courses. Each set of course materials begins with teacher's notes on use of the materials and exercises, including a course description, notes on content goals, specific teaching and instructional innovations, and description of outcomes. The set of materials continues with a course syllabus, including assignments, requirements, and specific directions for course-related papers, projects, and exercises. Classroom handouts are also included. (MSE)

ED 418 600 FL 025 179

Loucky, John Paul
Designing and Testing Vocabulary Training Methods and Materials for Japanese College Students Studying English as a Foreign Language.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Meeting of the Japan Association of College English Teachers (13th, Okinawa, Japan, 1997)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Instruction; *College Students; Comparative Analysis; *Computer Assisted Instruction; *Computer Software; *English (Second Language); Foreign Countries; Higher Education; *Instructional Materials; Language Laboratories; Material Development; Reading Comprehension; Second Language Instruction; Textbooks; *Vocabulary Development
IDENTIFIERS- Japan

A study tested the English vocabulary and reading comprehension of about 1,500 Japanese college and university students and compared three different media formats for teaching vocabulary in English-as-a-Second-Language (ESL) in a number of Japanese college classes: commercially available and teacher-adapted computer software; traditional text-based reading and vocabulary instruction; and the audiolingual/language laboratory method. Results support the hypothesis that reading comprehension will improve in direct proportion to vocabulary knowledge and indicate differential effects of the three teaching methods. Long-term vocabulary retention was noted when one set of materials was used in all three media. The article concludes that teachers can improve vocabulary instruction by: having students practice with an intense, concentrated quantity

Rural Economics; Rural Extension; Rural Schools; *School Business Relationship; School Community Relationship
IDENTIFIERS- *New York

This paper examines the role that colleges and universities play in the economy of rural northern New York. It is based on a 1992-93 survey of 20 of the 21 colleges and universities in the region. Parts of the survey were updated in 1997. The study found that the institutions played a vital role in assisting businesses and community organizations engaged in promoting economic development. Services provided included small business assistance, workforce and entrepreneurial development, international trade and investment assistance, total quality management, technology transfer and product development, Internet and computer services, economic research, environmental and forestry management, continuing education and training programs, assistance to community organizations, and providing conference and workshop facilities. It was also found that the nature and magnitude of the technical assistance provided by an institution depended on its degree of commitment to public service, its location and size, the diversity of its academic and other programs, and the expertise and interests of its faculty and staff. An appendix provides a list of areas of institutional strength in public service. (MDM)

ED 418 621 HE 030 883

Bowman, R.; Snowdon, K.
Quiet Please: Indicators at Work.
PUB DATE- 97
NOTE- 14p.; Paper presented at Annual Forum of the Association for Institutional Research (Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; College Administration; College Planning; Educational Improvement; *Educational Policy; Foreign Countries; Government School Relationship; Higher Education; *Institutional Evaluation; Institutional Research; *Universities
IDENTIFIERS- *Performance Indicators; *Queens University of Kingston (Canada)

This paper examines the development and use of performance indicators in higher education, focusing on the experience of Queen's University (Ontario). It reviews factors influencing the development of performance indicators, such as the growing concern for accountability in public higher education and the university community's apparent inability to develop and communicate what are regarded as effective accountability mechanisms of its own. The paper goes on to examine the role of indicators in the planning and policy process, including the improvement of educational quality and the perception of the university. It reviews the role of indicators in developing an accountability framework, something that Queen's University has done to help assess progress toward key institutional goals. The paper notes that the role of indicators in government relations includes communicating the successes and shortcomings of institutions to inform government administrators, elected officials, and the general public. Implications for institutional research include the improvement of organizational effectiveness and accountability. (Contains 13 references.) (MDM)

ED 418 622 HE 030 884

IDENTIFIERS- *United Negro College Fund

This report presents detailed information concerning the member institutions of the United Negro College Fund (UNCF), an organization which includes 41 privately supported historically black colleges and universities in the United States. Tables, graphs, and narrative are organized into sections on enrollment, admissions, degrees, faculty and staff, student financial aid, college costs, institutional finances, and endowment. Highlights of the data include: enrollment at all UNCF institutions in 1995 was 54,388, 28 percent greater than in 1986; about two-thirds of all UNCF students come from the Southeast; 6,709 bachelors degrees were awarded by UNCF institutions in 1993-94, an increase of 3 percent over the previous year; in Fall, 1995, the average faculty salary at UNCF was $30,658, two-thirds the average at all private four-year colleges; at UNCF colleges, 85 percent of students received some form of financial aid in Fall, 1994; the UNCF average charge for tuition and fees ($5,617) remains nearly 50 percent less than that charged by private colleges nationally; and endowment funds at UNCF colleges increased slightly to $533.7 million. Thirty-one appendices provide tables presenting additional data. (DB)

ED 418 642 HE 031 171

Nettles, Michael T.; Perna, Laura W.; Edelin, Kimberly C.; Robertson, Nancy
The College Fund/UNCF Statistical Report, 1997.
PUB DATE- 96
NOTE- 102p.; For the 1996 report, see HE 031 170.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Colleges; Black Students; College Admission; *College Faculty; Degrees (Academic); Educational Finance; Endowment Funds; Enrollment Trends; Higher Education; National Organizations; Private Colleges; Statistical Data; Student Costs; Student Financial Aid; Tables (Data); Trend Analysis
IDENTIFIERS- *United Negro College Fund

This report presents detailed information concerning the member institutions of the United Negro College Fund (UNCF), an organization which includes 39 privately supported historically black colleges and universities in the United States. Tables, graphs, and narrative are organized into sections on enrollment, admissions, degrees, faculty and staff, student financial aid, college costs, institutional finances, endowment, and computer hardware and software. Highlights of the data include: enrollment at all UNCF institutions in 1996 was 54,317, 28 percent greater than in 1986; nearly 95 percent of students attending College Fund member institutions are African American; nearly three-quarters of UNCF students come from the Southeast; member institutions awarded degrees to 7,052 students in 1995-96, an increase of 43 percent over 1989-90; the average faculty salary at UNCF institutions continues to be lower than that of faculty at similar private colleges and universities; more than 90 percent of students received some form of financial aid in Fall; the average cost of attending a College Fund institution in 1995-96 was $12,575, substantially lower than that at all private colleges nationwide; and the total endowment for member institutions in 1995-96 was $635.4 million, almost triple that of 10 years ago. Thirty-two appendices provide tables presenting additional data. (DB) videoconferencing), and planning is included. Comments from department heads, mentors, and mentees in regard to the strengths and weaknesses of the mentoring program at the University of Tasmania are included. A separate administrative "Report on Mentoring for Research CSDF Project, 1996, University of Tasmania," prepared as a project description and to report on the grant funding received that resulted in this document, is appended. (MDM)

ED 418 662 HE 031 191

Gonzalez, Kenneth P.
In Search of a New Paradigm for Higher Education: A Case Analysis of Faculty Experiences in the First Year of a New University.
PUB DATE- 96
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Memphis, TN, October 31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; College Administration; *College Faculty; College Instruction; Decision Making; *Educational Attitudes; *Educational Change; Higher Education; *Outcome Based Education; Social Structure; Social Theories; State Universities
IDENTIFIERS- *Faculty Attitudes

This study examined the experiences of faculty members in the first year of a new university. Twelve faculty at the new institution were interviewed and observed during the 1995-96 academic year. The analysis presented in this paper is based on one particular interview. Overall, six concrete universals were found during the analysis: (1) the advertisement and the formation of culture; (2) the faculty retreat and the reinforcement of the university culture; (3) working within a system and the encounter of technical structural constraints; (4) interdisciplinary, outcome-based education and the cultural constraints of the traditional paradigm; (5) decision making and constraints related to power relationships; and (6) influencing change--individual and collective agency. Although initially highly optimistic about the possibilities presented by the new institution, faculty went through key moments that constrained their ability to implement aspects of the university's vision, such as outcome-based learning and assessment. The results are discussed in light of social theory, specifically structuralism, interactionism, human agency, and social constructivism. (Contains 11 references.) (MDM)

ED 418 663 HE 031 192

Losco, Joseph; Fife, Brian L.
Exploring the Costs of Higher Education: Priorities and Policies.
PUB DATE- 97
NOTE- 35p.; Paper presented at the Annual Meeting of the Northeastern Political Science Association (Philadelphia, PA, November 13-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Budgeting; College Instruction; *Costs; Educational Facilities; *Educational Policy; *Expenditures; *Higher

Direct Student Loans. Efforts To Resolve Lenders' Problems with Consolidations Are Under Way. Report to Congressional Requesters.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Error Patterns; *Federal Aid; Federal Programs; Financial Services; Higher Education; *Loan Repayment; Paying for College; Privatization; Quality Control; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Department of Education; *Family Education Loan Program; *Federal Direct Student Loan Program

This report discusses problems reported by lenders participating in the Federal Direct Loan Program (FDLP) and the Federal Family Education Loan Program (FFELP). The study examined the nature and the source of the problems experienced by the lenders, how they affected lenders, and what steps the Department of Education and Electronic Data Systems (EDS), the contractor, were taking to correct them. A total of 40 examples from four lenders were reviewed in detail. Lenders reported problems arising mainly at two stages in the consolidation process: verifying loan data provided by EDS, and receiving payments for the loans being consolidated. The report found that while the problems were specific to the lenders contacted, some appeared to be systemic. In addition, in transferring data from EDS to the FDLP servicing system, it was found that refunds on overpayments were not always credited properly to the new consolidation loan account. The report noted that while changes had been put into place by the Department of Education and EDS, improved outcomes were not yet assured because the changes were recent. Appended are sections on scope and methodology, details from the selected examples, and comments from the Department of Education . (BF)

ED 418 682 HE 031 232

Korb, Roslyn
Handbook on Human Resources: Recordkeeping and Analysis.
PUB DATE- 98
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Administrator Guides; College Faculty; Data Analysis; Data Collection; *Database Design; Definitions; Higher Education; *Human Resources; *Management Information Systems; Personnel; *Personnel Data; Staff Utilization
IDENTIFIERS- Standard Occupational Classification

This handbook was undertaken in response to the needs expressed by the higher education community for a common language--common data categories and definitions--to describe the human resources of postsecondary education institutions, and is intended as a basic guide to help institutions develop analytically useful databases of faculty and staff to support institutional decision making. Chapter 1 reviews the basic concepts underlying the selection of elements and that guide their use, including descriptions of the basic categories of data. Chapter 2 lists the faculty and staff data items

PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Learning; Andragogy; Case Studies; College Programs; *Computer Literacy; Continuing Education; Educational Needs; Educational Strategies; *Educational Theories; Higher Education; Institutes (Training Programs); Lifelong Learning; *Older Adults; Peer Teaching; Program Development; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- *Learning in Retirement Programs

Learning in Retirement (LIR) programs are formal programs predicated on the principle that adult learners are capable of developing, designing, and delivering high-quality instructional programs. Issues associated with teaching computer use to senior citizens were examined in a case study of a small private college's establishment of an LIR institute based on principles of adult learning theory, Malcolm Knowles' theory of andragogy, and the concept of self-directed learning. The curriculum was designed to provide formal classroom instruction to senior citizens with a wide range of life experiences. The aims of the instruction, objectives accomplished, and knowledge and skills to be gained by taking the course were clearly stated at the outset, information was presented in a logical sequence, and individuals' diverse personal goals for taking the course were acknowledged. The following instructional strategies proved very effective with adult self-directed students: recognize that the first example of an attitude or thought has the strongest influence on learners' subsequent behavior; emphasize that the course is just a starting point; use notable individuals in the class as models; standardize the use of terms; keep the level of presentation simple and direct; and use a consistent strategy. (Contains 10 references) (MN)

ED 418 225 CE 075 832

Prewo, Wilfried
School-to-Work Transition and High Performance: The German Approach. Paper No. 44.
PUB DATE- 94
NOTE- 38p.; Updated version of "Work on the Supply Side: Vocational Training in Germany and Its Contribution to Growth, Paper No. 42."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Apprenticeships; *Career Academies; *Education Work Relationship; Experiential Learning; Foreign Countries; *Human Capital; Integrated Curriculum; *Job Training; Labor Market; Labor Supply; Postsecondary Education; Secondary Education; Tables (Data); Trainees; Unemployment; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Germany

Job training is a powerful tool for growth, but only if embedded in a climate of pro-growth policies that it complements. To attract capital to create growth and jobs, a country has to offer favorable supply side conditions. A skilled labor force is one of several important supply side categories, whose

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Correctional Education; Education Work Relationship; Educational Finance; Educational Legislation; *Federal Legislation; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Secondary Education; Sex Fairness; Special Needs Students; *State Programs; Tech Prep; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; *Iowa

This report provides a review and summary of the activities of vocational education programs in Iowa in Fiscal Year 1995-96, especially in regard to the use of federal funds under the Carl D. Perkins Vocational and Applied Technology Education Act. Funds distributed through the act were awarded in Iowa in the following titles: Title I---Administration; Title II, Part A--Leadership Funds, Part B--State programs for single parents and displaced homemakers, sex equity, and correctional education, and Part C--local program improvement on both secondary and postsecondary levels; and Title III--Special Programs, Part E--Tech Prep. The report describes the following: (1) distribution of federal funds for secondary district and consortium expenditures and community college; (2) enrollment in secondary and postsecondary vocational education programs; (3) vocational student organizations; (4) school-to-work; (5) tech prep; (6) Job Training Partnership Act; (7) goals, standards, and measure in six areas; and (8) exemplary projects and programs. The summary showed increasing enrollment in secondary vocational education programs and status quo in postsecondary programs, increases in nontraditional programs for men and women, progress in meeting goals and standards throughout the state, and successes in creating and implementing exemplary projects and programs. (KC)

ED 418 244 CE 076 141

Basic Skills Certification Manual: Guidelines for Iowa's Adult Basic Education Program.
PUB DATE- 97
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; Adult Students; Basic Skills; Community Colleges; *Educational Certificates; Educational Legislation; Educational Trends; Equivalency Tests; Federal Legislation; Program Development; Recognition (Achievement); *State Standards; *Student Certification
IDENTIFIERS- *Comprehensive Adult Student Assessment System; *Iowa

In view of federal legislation being proposed for the reauthorization of the Adult Education Act that promotes increased program accountability and benchmarking of learner outcomes, this publication has been prepared as part of an effort to document student achievement in Iowa. Based on studies that have taken place over the past 17 years, this manual presents basic skills certification guidelines for Iowa's community college adult basic education program and background information about their development. Information is provided about the following: what has been learned through other states, accountability and Iowa's statewide

"Build Motivation by Building Learner Participation" (Barbara Garner); (4) "Staying in a Literacy Program" (Archie Willard); (5) "Stopping Out, Not Dropping Out" (Alisa Belzer); (6) "Where Attendance Is Not a Problem" (Moira Lucey); (7) "Getting into Groups" (Michael Pritza); and (8) "Focus on Research: NCSALL (National Center for the Study of Adult Learning and Literacy)'s Learner Motivation Study." Contains a list of 14 resources and NCSALL's website address. (KC)

ED 418 263 CE 076 185

Education and Workforce Development in the Washington, DC Area. Hearing of the Committee on Labor and Human Resources, United States Senate, One Hundred Fifth Congress, First Session on Examining Regional Economic Development in the Washington, DC Area and the Importance of Education and Training in that Process. It Also Examines Current Obstacles to Economic Growth, such as Poor Student Achievement and Crumbling School Buildings, as well as Regional Solutions to these Problems (January 13-15, 1998).
PUB DATE- 98
NOTE- 332p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Demand Occupations; Educational Improvement; *Educational Needs; *Educational Practices; Educational Quality; Elementary Secondary Education; Employment Problems; *Employment Qualifications; Hearings; *Information Technology; Labor Market; *Labor Needs; School Effectiveness; *Social Problems; Technology Education
IDENTIFIERS- Congress 105th; *District of Columbia

This transcript contains the testimony of witnesses who testified or submitted written materials for hearings of the U.S. Senate Committee on Labor and Human Resources on the following topics: (1) labor market shortages in the information technology jobs from a national perspective and from the perspective of the Washington, DC area; (2) the education crisis that exists in the District of Columbia public schools and the problems of infrastructure as well as educational problems revealed by test scores; and (3) innovative programs and solutions and ways to finance these plans in the Washington, DC region. Witnesses, who included corporation executives, school officials, public agency spokespersons, Senators, and staff of nonprofit programs, stressed the need to improve education in the United States, and especially in Washington, DC, so that students are prepared for the thousands of technology-related jobs that are now unfilled or are being exported overseas. They examined the problems of the Washington, DC schools and suggested improvements. Witnesses also discussed programs that are working and need to be replicated in other schools. (KC)

ED 418 264 CE 076 187

Lange, Stephen M.
Parent Training in Corrections: Mission, Methods, Materials, and Best Practices.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Correctional Education;

Illinois); IndEx Program (Tulsa, Oklahoma); El Paso Community College's Literacy and Workforce Development Center (El Paso, Texas); the HOST Program (Columbus, Ohio); Cooperative Health Care Network (Bronx, New York); Education for Gainful Employment (New York); state and local service and conservation corps (for example, Baltimore Civic Works in Baltimore, Maryland); Resident Apprenticeship Demonstration Program of the America Works Partnership; Welfare-to-Work Program of California's Employment Training Panel; Steps to Success Program (Portland, Oregon); SCANS (Secretary's Commission on Achieving Necessary Skills) Employability Project (Cleveland, Ohio); and Labor Force Access Development Initiative (Seattle, Washington). (MN)

ED 418 282 CE 076 210

Athanasou, James A.
Implications for Vocational Education Research of Some German Views on the Nature of Interests.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; *Educational Research; Foreign Countries; *Occupational Aspiration; Postsecondary Education; Secondary Education; *Vocational Education; *Vocational Interests
IDENTIFIERS- *Australia; *Germany

The purpose of this paper is to introduce some views from the Munich school of interest to vocational education contexts. Recent theorizing on interests sees them as a relation between a person and an object and distinguishes this relationship from situational or more transient interests. This view focuses on the nature of the process of being interested and defines intrinsic interest in terms of cognitive, value, and emotional components. Overall, there is substantial support for the role of interests, both as a hypothetical construct and intervening variable, in vocational education and this is consistent with theorizing and research in other fields of education and psychology. The findings of Australian research are consistent with the emphasis provided by these modern German theories on the role and development of interest in learning. Finally, there is substantial scope to extend links between interests and motivational concepts such as task-involvement, intrinsic motivation, attribution theory, expectancies, self-efficacy, expertise, and interest in vocational education. (Contains 48 references.) (Author/KC)

ED 418 283 CE 076 212

Maschke, Karen J., Ed.
The Employment Context. The Impact of the Law on the Lives of Women. Gender and American Law Series, No. 3.
PUB DATE- 97
NOTE- 375p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adults; *Civil Law; Civil Rights Legislation; *Compliance (Legal); Discriminatory Legislation; *Equal Opportunities (Jobs); *Equal Protection; Federal Legislation; *Females; Feminism; Labor Legislation; Lawyers; Legal Responsibility; *Sex Bias; Sex Discrimination; Sex Fairness;

*Training Methods; *Volunteer Training; Volunteers; Youth; Youth Leaders; *Youth Programs
IDENTIFIERS- *Peace Corps

The Peace Corps Programming and Training System (PATS) manual is designed to help field staff members of the Peace Corps train volunteers. This supplement to the PATS manual was developed to provide complementary information about key aspects of Peace Corps programming and training for youth development. It is intended for individuals involved in Peace Corps programming and training, such as Peace Corps staff, contractors or consultants, and staff of host country agencies, Peace Corps volunteers, counterparts, and beneficiaries. The supplement uses examples drawn from a wide variety of countries to illustrate the programming and training development process. The first section of the supplement provides an overview of Peace Corps' past, current, and potential role in youth development and addresses how the use of PATS can enhance that role. Following this introduction, four sections provide information on program assessment, project development, training, and evaluation. These sections correspond directly to sections in the PATS manual. Two appendixes provide (1) project goals, objectives, and milestones planning sample; and (2) task lists. (KC)

ED 418 302 CE 076 240

Programming and Training for Peace Corps Women in Development Projects. Supplement to Peace Corps Programming and Training System Manual. Information Collection & Exchange T0084.
PUB DATE- 94
NOTE- 62p.; For other volumes of the "Peace Corps Programming and Training System Manual," see ED 318 881 and CE 076 236-239.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Developing Nations; *Economic Development; Females; Foreign Countries; Preservice Teacher Education; *Program Development; *Training Methods; *Volunteer Training; Volunteers; *Womens Education
IDENTIFIERS- *Peace Corps

The Peace Corps Programming and Training System (PATS) manual is designed to help field staff members of the Peace Corps train volunteers. This supplement to the PATS manual was developed to provide complementary information about key aspects of Peace Corps programming and training for women in development. It is intended for individuals involved in Peace Corps programming and training, such as Peace Corps staff, contractors or consultants, and staff of host country agencies. The supplement uses examples drawn from a wide variety of countries to illustrate the programming and training development process. This supplement provides an overview and framework of how Peace Corps sectors can integrate gender into their "mainstream" development efforts. It provides guidelines for project planners, managers, and trainers designed to help make the integration of women into project and training design and implementation smoother and more routine. Following an introduction in the first section, the following topics are covered in the remaining sections: (1) using PATS to integrate gender concerns across sectors; (2) project development in agriculture, education, environment, health, small business, urban areas, and writing volunteer assignment descriptions; (3)

percent of teachers, 28 percent of parents, and 25 percent of businesses. More than half of counselors--similar to fellow educators--felt public education was either good or excellent. More than any other constituent group, they felt a need for schools to make either major or minor changes. Ninety-five percent believed a more comprehensive approach to education was needed. Counselors--similar to all other constituent groups--were uniformly supportive of proposed changes. They also supported changes in their own roles/responsibilities. The following barriers interfered with their ability to implement STW: lack of time, lack of funding/resources, lack of teacher support, lack of employment opportunities for students, and caseloads. (YLB)

ED 418 321 CE 076 284

Engmark, Jill
Arizona's School to Work Solutions for Out-of-School Youth. Arizona School to Work Briefing Paper #6.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix. Div. of Adult Education.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; *Education Work Relationship; *Out of School Youth; Postsecondary Education; Program Development; *Publicity; *School Business Relationship; Secondary Education; State Programs; *Statewide Planning; *Student Recruitment; Vocational Education
IDENTIFIERS- *Arizona; School to Work Opportunities Act 1994

Most of Arizona's 13 state-funded school-to-work (STW) partnerships are serving out-of-school youth through existing programs within their boundaries. The programs typically fall under the jurisdiction of educational institutions, training institutions, business and labor organizations, and other organizations. The most common approach to serving youth is through partnerships with educational institutions and alternative schools in particular. The least frequently used approaches to recruiting out-of-school youth are through partnerships with business and labor organizations. Partnerships have proposed several strategies to accommodate out-of-school youth within STW systems: increase the number of joint activities between traditional and nontraditional schools; focus on work and community-based school activities; aggressively recruit out-of-school youth service providers not currently active within the partnership; and expand programs perceived as successful in engaging this population. Partnerships are using several new methods of reaching out-of-school youth: career and community resource centers with centralized career information; teams or task forces to develop ways to incorporate out-of-school youth into STW; career information kiosks; communications networks; electronic bulletin boards; central job registries; training program directories; radio spots, posters, and newspaper ads specifically targeting them; and industry-specific workshops. (YLB)

ED 418 322 CE 076 285

Vandegrift, Judith A.; Wright, Joel
Public Perceptions of School to Work: First Year Progress.

Adolescents," and "Adapting the Silver Draw A Story Assessment." The unpublished studies in this section include "The Draw A Story in Assessment of Abuse and Assessment of Brain-Injury Patients with Draw A Story Instrument." and various masters' theses produced within the last 8 years involving DAS. Previous research on both tests is examined for its reliability, validity and correlations between the Silver Drawing Tests and Draw A Story. The findings suggest that the SDT and DAS assess the same constructs, which means that the SDT, like the DAS, can be used to screen for depression and that the DAS, like the SDT, can be used to assess levels of ability to select, combine, and represent. (MKA)

ED 418 339 CG 028 353

Allen, Jackie M., Ed.
School Counseling: New Perspectives & Practices.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 191p.; With an introduction by Norman C. Gysbers.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adolescents; Career Guidance; Change Agents; Children; *Counseling Objectives; Counseling Services; *Counseling Techniques; *Counselor Role; Education Work Relationship; Elementary Secondary Education; Intervention; Program Development; Pupil Personnel Services; *School Counseling; Standards
IDENTIFIERS- Professionalism

School counselors need new ideas to initiate change in school counseling programs. This book presents a collection of innovative paradigms and approaches. Part 1 presents articles on techniques and methods of counseling interventions: (1) Student Rights (C. C. Hogan); (2) At-Risk Students and Violence (L. Giusti); (3) Conflict Management (D. R. Coy); (4) Learning Styles and School Counseling (C. Roels); (5) Attention Deficit/Hyperactivity Disorder and the School Counselor (P. K. Gabbard; J. M. Allen); (6) Multicultural Counseling and the School Counselor (D. T. Yagi); (7) Counseling Native Students (S. C. Greenfield); (8) Counseling for High Skills (K. B. Hoyt; J. K. Hughey; K. F. Hughey); (9) Student Transitions: Moving from Fear to Opportunity (J. Olsen; P. Crandall); (10) Stages of Adolescents and Middlescents: Working with Parents and Teens (D. Nesselhuf); and (11) Keys to Leading Successful School Groups (T. H. Fields; R. Smead). Part 2 examines program and policy development: (12) School Counselor as Change Agent in Education Reform (C. B. Sheldon); (13) School-to-Work Programs and the School Counselor (J. M. Ettinger; N. Perry); (14) Career Development and the School Counselor (L. L. Kobylarz); (15) Creating a Business Advisory Council for School Counselors (P. Schwallie-Giddis; J. M. Allen); (16) Developing a Crisis Management Plan (J. Gallagher; D. R. Coy); (17) Designing an Outcome Based School Counseling System and Program (T. R. Radd); (18) Implementing the Developmental Comprehensive School Counseling Program Model (J. Lukach); (19) Strategic Planning for School Counselors (J. Olsen; J. M. Allen); and (20) The Development of National Standards for School Counseling Programs (C. A. Dahir). Part 3 addresses school counselor professionalism: (21) Home, School, and Community Partnerships (M. E. Gehrke); (22) Writing and Publishing for the School

Family Problem Solving: Conflict Mediation Training for Parents.
PUB DATE- 98
NOTE- 82p.; Manual comes with "Handbook for Parents." Both are available in Spanish.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Children; Communication Skills; *Conflict Resolution; Family Problems; *Parent Child Relationship; *Problem Solving; Role Playing; *Training
IDENTIFIERS- Mediation

This manual provides information that can help parents resolve conflict and provides information required to conduct Family Problem Solving Training sessions. The guide, which introduces conflict mediation skills to parents, is divided into four 1.5 hour sessions. The sessions are (1) "Introduction to Conflict Mediation, How to Use Communication Skills"; (2) "Review of the Process, Seeing Things from Different Points of View, and Conflict Mediation Techniques"; (3) "More Conflict Mediation Techniques and Dealing with Difficult Situations"; and (4) "Being Your Own Mediator, Using Med-Arb, and Running Family Meetings." Also included are several sessions of role play so that parents can practice their new acquired skills with their children, whom they are encouraged to bring to training. However, it is advised that child care be provided for very young children while their parents participate in the classes. Providing food is also recommended, as well as scheduling sessions at convenient times for parents. A handbook for Parents (both in English and Spanish) is included. (MKA)

ED 418 359 CG 028 379

Davis, Alan
Bridging the Millennia.
PUB DATE- 98
NOTE- 14p.; Keynote Address presented at the Annual Professional Development Symposium of the Alliance for Rehabilitation Counseling (NRCA/ARCA) (15th, Vancouver, WA, March 4-9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Influences; *Long Range Planning; Popular Culture; *Rehabilitation Counseling; Rehabilitation Programs; State of the Art Reviews; Values
IDENTIFIERS- *Caring; *Commitment

The field of rehabilitation counseling faces many uncertainties in the coming years. Some details of these uncertainties are discussed. The paper provides several examples of past predictions that have not held true. Some current predictions, including the continuation of the current economic upswing, technological innovation, and genetic research are described. Furthermore, researchers can be certain that the number of people with disabilities will continue to increase and that for all people the idea of "coolness" (as created by popular culture) has become a lifestyle template and a marketing strategy will likewise persist. The two challenges rehabilitation professionals face in the immediate future are the degrees to which popular culture discourages commitment and neither child demonstrated any evidence of a misconception about the cause of the seasons; and (5) the girl's response to anomalous data was to reject it while the boy appeared to accept it but did not retain it. Findings suggest that it is important to encourage young girls to show an interest in science and have confidence in their ability to learn and do science.(Contains 32 references and seven figures.) (RS)

ED 418 378   CS 013 149

Bennett, Wendy M.
At-Risk Readers: What Intervention Programs and Research Suggest.
PUB DATE- 98
NOTE- 36p.; Exit Project EDEL 625, California State University, Long Beach.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Early Intervention; Elementary Education; *High Risk Students; *Instructional Effectiveness; Literature Reviews; Mentors; *Reading Difficulties; *Reading Instruction; Reading Programs; *Student Needs
IDENTIFIERS- *California; Reading Management

The paper, on reading intervention, reviews literature and research which discuss students at risk of reading failure and/or students with mild reading disabilities. It uses as background the recommendations of the California Reading Initiative Task Force regarding the instruction of reading in the schools and the expectation that schools will develop effective reading intervention programs to serve students beginning no later than the middle of first grade. The characteristics and success rates of reading intervention programs which are currently being implemented in elementary schools are explored. The paper also focuses on researching successful school reading programs and discovering the characteristics which make reading instruction effective for at-risk students in all grades. A 22-item bibliography is attached. (NKA)

ED 418 379   CS 013 150

Meyers, Rick
Uninterrupted Sustained Silent Reading.
PUB DATE- 98
NOTE- 24p.; Exit Project, EDSE 695, California State University, Long Beach.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- High Schools; *Literacy; Reading Comprehension; *Reading Habits; *Reading Programs; Reading Research; Silent Reading; Student Attitudes; Student Surveys; *Sustained Silent Reading; Teacher Researchers
IDENTIFIERS- Estancia High School CA

A study investigated the effect Sustained Silent Reading (SSR) has had on literacy at Estancia High School in California which recently implemented an SSR program. It also examined the role SSR has on language development, comprehension, vocabulary, student attitudes, and its corollary consequence on the development of reading habits. A survey of 22 students taught by the researcher and currently participating in the high school program supported both the positive and negative learning and their classroom learning, with focus on the former in work with families. The "ORIM" conceptual framework used in the Sheffield Raising Early Achievement in Literacy Project in England can provide recognition of families' contribution to children's literacy development and the ways in which early childhood educators can work with families. "ORIM" stands for "Opportunities," "Recognition," "Interaction" and "Model"--four things which families can provide for children's literacy development. It is suggested that schools identify which "circle of involvement" they are currently working in and which they aspire to. (Includes eight figures; contains six references.) (Author/NKA)

ED 418 397 CS 013 172

Donoghue, Mildred R.
Read to Me.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childhood Interests; *Childrens Literature; Early Childhood Education; Picture Books; *Reading Aloud to Others; *Reading Material Selection; *Recreational Reading; *Young Children
IDENTIFIERS- California State Department of Education; International Reading Association; National Council of Teachers of English; *Trade Books

To update the California State Department of Education's recommended list of books for children ages two through seven (most books on the present list were published before 1990), this annotated bibliography reviewed current books recommended by the National Council of Teachers of English, the International Reading Association, and literature journals, and added 20 titles to each of the four categories listed in the original "Read to Me" list. Categories in the bibliography are: The Child; The Child's Home and Family; The Child's Community; and The Child's World. All the books in the updated bibliography were published between 1993 and 1995. (NKA)

ED 418 398 CS 013 173

Mangubhai, Francis
Literacy in Fiji: The Historical Roots of the Present Situation and the Likely Future Developments.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Asia Literacy Regional Forum (Manila, Philippines, May 5-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Christianity; Educational History; English Instruction; Foreign Countries; Futures (of Society); *Government Role; *Literacy; Reading Instruction; *Social History; Television
IDENTIFIERS- Australia; *Fiji; Great Britain; Missionaries

This paper discusses some of the issues in literacy that arose in Fiji in the 70s and the 80s, the social and contextual variables that shaped them, and the ways in which those issues were tackled. The paper also discusses some current

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Foreign Countries; *Group Dynamics; *Organizational Communication; *Research and Development; Social Psychology; *Technology Transfer
IDENTIFIERS- Communication Behavior; *Communication Strategies; *Discourse Communities; Great Britain; Research Circles

This paper reviews the communicative behavior surrounding the coordination of expert and "semi-expert" groups of scientists and engineers by analyzing several histories of technology that focus on the coordination of research information between a research organization and many development organizations. For the paper's purposes, semi-expert means the members of groups who are more than novices--they possess specialized training and experience in closely related work and they know enough of the language of their fellow researchers to communicate with them. The paper looks only at descriptions of problems and actions related to person-to-person contact in the settings, reviewing histories which describe the vast network of British Cooperative Research Associations that spanned the late 19-teens until well into the 1960s. The paper finds that liaisons, trainers, conferences, open houses, and social occasions were methods in which communication was practiced and encouraged. It discusses these methods. Contains 26 footnotes. (NKA)

ED 418 422 CS 216 312

Brown, Jean E., Ed.; Stephens, Elaine C., Ed.
United in Diversity: Using Multicultural Young Adult Literature in the Classroom. Classroom Practices in Teaching English, Volume 29.
PUB DATE- 98
NOTE- 236p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; Class Activities; *Diversity (Student); *English Instruction; Instructional Effectiveness; Language Arts; *Literature Appreciation; *Multicultural Education; Secondary Education
IDENTIFIERS- *Multicultural Literature; Response to Literature

Addressing the complexity of the question of multicultural literature in the classroom, this anthology of 27 articles includes: contemplations by seven award-winning writers of young adult (YA) literature on the subject of diversity; a resource section that describes over 200 literary works and lists 50 reference tools to help teachers stay current on multicultural YA literature; and practical ideas from 16 educators who provide strategies proven to work in literature and language arts classes and across the curriculum. The articles and their authors are: "Island Blood" (Graham Salisbury); "Random Thoughts on the Passing Parade" (Janet Bode); "Multicultural Literature: A Story of Your Own" (Joyce Hansen); "Cultural Sensitivity" (Deb Vanasse); "Reflections" (Eve Bunting); "Helping to Improve Multicultural Understanding through Humor" (Joan Bauer); "Michael and Me (and Other Voices from Flint)" (Christopher Paul Curtis); "We Are All Phenomenal Women: Finding Female Role Models through Multicultural Poetry and Literature" (Deborah Forster-Sulzer); "Creating a Talisman: Reflecting a Culture" (Jean E. Brown and Elaine C. Stephens); "Painting Pictures with the World: Reading and Writing Multicultural Poetry in the Middle School" (Ellen Shull); "Who Am I? What Is My Heritage?" (Christa Goldsmith); "Seeking

Supplements" (Editorial Members of Shogakukan Inc.); (5) "Digitalization of Magazine Publishing and Its Application" (Tsuyoshi Tamura and Takeo Miyake); and (6) "The Roles and Needs of Newspapers for Children and Youth" (Masatoshi Onoda). The report then addresses the present situation of periodical publishing for children in Asia and the Pacific, providing information on the following countries: Bangladesh, Bhutan, Cambodia, China, Indonesia, Laos, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Sri Lanka, Thailand, Vietnam, Fiji, and Tonga. Appendixes contain general information, a list of participants, the program schedule, a list of lecturers, and a list of secretariat members. (NKA)

ED 418 443 CS 509 809

Myers, Scott A.; Smith, Ronda L.; Sonnier, Michelle F.
Sibling Communication Functions across the Life-Span.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Communication Skills; Higher Education; Questionnaires; Sex Differences; *Sibling Relationship; *Siblings; Undergraduate Students
IDENTIFIERS- *Functional Communication; Life Span

An investigation examined whether perceived use of sibling functional communication skills differed across the life-span. Participants were recruited through university students enrolled in an introductory communication course at a southern university. All students received extra credit for recruiting two participants. Potential participants were required to have at least one sibling. Participants completed the Communication Functions Questionnaire (Burleson and Samter, 1990), in addition to providing demographic data. Three significant findings were noted: (1) with the exception of referential skill, no significant differences in perceived use of functional communication skills emerged across the life-span; (2) affectively-oriented functional communication skills were used more frequently by siblings than nonaffectively-oriented skills; and (3) female siblings were perceived to use comforting, ego support, and conflict management skills more so than male siblings. (Contains 18 references and a table of data). (Author/NKA)

ED 418 444 CS 509 810

Myers, Scott A.
Instructor Socio-Communicative Style, Argumentativeness, and Verbal Aggressiveness in the College Classroom.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; *Assertiveness; Classroom Environment; *College Instruction; Communication Research; Communication Skills; Higher Education; *Student Evaluation of Teacher Performance; Student Surveys; Teacher Attitudes; *Teacher

private sector in Kenya, identifies the major issues and discusses a possible role for the World Bank Group, especially IFC (International Finance Corporation). The demand for all types of education at all levels has greatly outpaced the capacity of the public school system. This has allowed "edupreneurs" to provide academic and vocational education, catering to many socioeconomic segments of the population. Although enrollment in private schools has been increasing rapidly, the supply-demand gap continues to grow. Many private schools wish to expand, but face prohibitive constraints, primarily related to scarcity of financial resources and inadequate management skills. Development institutions, including IFC, can help alleviate these constraints, provided that they are ready to comprehensively address the particular issues faced by private educational institutions. Appended are five tables presenting the data. (RJM)

ED 418 465 EA 028 915

Susskind, Lawrence; Field, Patrick
Dealing with an Angry Public: The Mutual Gains Approach to Resolving Disputes.
PUB DATE- 96
NOTE- 276p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Anger; Case Studies; Change Strategies; *Conflict Resolution; Elementary Secondary Education; Interpersonal Communication; Leadership; Mass Media Role; Problem Solving; *Public Relations; *School Community Relationship; Values

Public anger is a typical reaction to governments' or companies' attempts to cover up mistakes, conceal evidence of risks, make misleading statements, or lie. Many times, this anger leads to an entrenched resistance to public or private initiatives. Ways in which this resistance can be overcome by a mutual gains approach, which involves face-to-face negotiations, are described in this book. It outlines six key elements--encourage the other side's concerns, encourage joint fact finding, offer contingent commitments to minimize impacts, accept responsibility, act in a trustworthy fashion at all times, and focus on building long-term relationships. The book describes how these elements can help business and government leaders negotiate, rather than fight, with their critics. It shows how to identify who the public is, whose concerns to address first, which people and organizations must be convinced of the legitimacy of action taken, and how to assess and respond to different types of anger effectively. To illustrate this approach, dozens of both private-sector and public-sector cases, as well as crisis scenarios such as the accident at Three Mile Island, are explored. The chapters are: (1) "Introduction"; (2) "Why Is the Public Angry?"; (3) "The Mutual Gains Approach"; (4) "Accidents Will Happen"; (5) "Risky Business"; (6) "When Values Collide"; (7) "The Media"; and (8) "Principled Leadership." (Contains an index and around 220 references.) (RJM)

ED 418 466 EA 028 916

O'Donoghue, Thomas; Dimmock, Clive
School Restructuring: International Perspectives.
PUB DATE- 98
NOTE- 200p.
LANGUAGE- English

implementation process more efficient. It is revealed that alternative forms of assessment have shown promise as educational reform but that this reform is seldom utilized throughout a school district. The questions center on teacher and administrator variables, such as knowledge, training, and attitudes; and demographic variables, such as teacher subject area, teacher experience, and size of the school district. It was found that the most important variable leading to the implementation of alternative assessment procedures is each teacher's knowledge level. Teachers who were most likely to use such procedures were those who had a clear understanding of the theory behind alternative assessment, with a firm command of the methodology necessary to implement the procedures in the classroom. It is recommended that alternative assessment theory and practice should be encouraged or made mandatory in all teacher education programs and should be included as a part of state teacher certification. The teacher and administrator interviews are appended. (RJM)

ED 418 484 EA 028 982

State Superintendent of Public Instruction. Annual Report, 1995-1996.
PUB DATE- 97
NOTE- 80p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Annual Reports; Curriculum Development; Educational Change; Educational Finance; *Educational History; *Elementary Secondary Education; Professional Development; *Public Schools; Pupil Personnel Services; Teachers; Technology
IDENTIFIERS- Utah

To commemorate the state's centennial in 1996, a brief overview of the history of education in Utah, along with a report on the present state of education, are presented. The areas covered here include the history, facets, programs, and concerns of public education in Utah. Ten different aspects of education are analyzed, many of which are placed in a historical perspective: (1) strategic planning and school reform, with examples of reform programs; (2) student achievement and assessment, including results on curriculum assessment, placement data, and statewide testing; (3) educational equity and opportunity, such as policies on sexual harassment, Title X, and gifted programs; (4) the applied technology integrated curriculum, with reports on various technology programs; (5) a core curriculum inservice update, which assesses fundamental education programs, as well as foreign languages, health education, and the electronic high school; (6) the expansion of educational technology and the use of distance learning, Internet training, and other services; (7) services for students at risk, with overviews of Title I programs and migrant education; (8) professional progress for teachers and various preparation programs; (9) school finance and statistics; and (10) agency and school system support, with synopses of transportation, school law, and other support services. (RJM)

ED 418 485 EA 028 985

Lewis, Anne C.
Making Class Size Reduction Work: Stories from California's Public Schools.

lawmakers make decisions about federal funding for education programs. Using definitions of direct and indirect instructional assistance, 69 funded programs within the Department of Education for students in kindergarten through grade 12 were identified. It was also found that balancing the need for federal accountability with that for state and local flexibility can present a challenge for federal policymakers. (RJM)

ED 418 506 EA 029 017

Caldwell, Brian J.
Local Management of Schools and Improved Outcomes for Students.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Decentralization; Educational Finance; Elementary Secondary Education; Foreign Countries; Models; Money Management; *School Accounting; School Administration; *School Based Management; School Effectiveness; School Organization
IDENTIFIERS- Australia (Victoria)

The nature of direct and indirect effects of local management of schools (school-based management) on learning outcomes for students has remained elusive. The findings from a 5-year longitudinal study of the "Schools of the Future" reform in Victoria, Australia, are reported in this paper. The Victoria system is the largest public school system anywhere to have decentralized as much as 90 percent of its budget to the local level. An examination of the last two of six statewide surveys of principals using structural equation modelling revealed a relatively stable model that demonstrates these effects. Specifically, principals who report curriculum and learning benefits tend to be those who reported benefits in other domains, including the capacity to select staff, increased flexibility in the use of resources, and the involvement of community. Although the analysis relies on perceptions rather than student achievement data, the emergence of a stable model that explains direct and indirect effects of elements of Schools of the Future on outcomes in curriculum and learning is considered to be a valuable finding and should lay the groundwork for comprehensive case study research. (RJM)

ED 418 507 EA 029 018

Ploeg, Arie van der
A Report on Results Achieved by Schools That Piloted the Kansas Quality Performance Accreditation System, Volumes I and II.
SPONS. AGENCY- Kansas Inc., Topeka.
PUB DATE- 97
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Educational Quality; Elementary Secondary Education; *Pilot Projects; Program Evaluation; *School Effectiveness; School Restructuring
IDENTIFIERS- Kansas; *Quality Performance Accreditation

Despite their progress, most schools in Kansas' Quality Performance Accreditation (QPA) System fall short of the philosophy and practice envisioned by QPA. What has been accomplished and what remains to be done in QPA is detailed in

"Identification and Nurturing of Precocious Children in Early Childhood" (Feldhusen/Feldhusen); "The Importance of Early Identification of Gifted Children and Appropriate Educational Intervention" (Sisk); "Talent among Children Who Are Economically Disadvantaged or Culturally Different" (Torrance); "Developing the Potential of Young Gifted Children from Low-Income and Culturally and Linguistically Diverse Backgrounds" (Kitano/Perez); "Targeting Potentially Talented and Gifted Minority Students for Academic Achievement" (Brooks); "Early Childhood Giftedness among the Rural Poor" (Spicker/Southern); "Beginning Brilliance" (Tolan); "Creativity and Underachievement" (Rimm); "The Gifted-Learning-Disabled Child: In Need of an Integrative Education" (Wingenbach); "Gifted Special Populations: Overcoming Hindrances, Developing Gifts" (Sanders); "Gifted Girls" (Veenker/Veenker); "Enjoying and Encouraging the Young Gifted Child" (Perry); "Successful Parenting" (Walker); "Tips for Parents of Infants and Toddlers" (Potter); "Keeping Curiosity Alive" (Halsted); "From the Beginning: Parents as Teachers and Home as a Reading Resource" (Hildebrand); "Parents of Gifted Children: Sheep in Wolves' Clothing?" (Riggs); "Helping Young Gifted Children Reclaim Their Strengths" (LeVine/Kitano); "Complexities of Giftedness: Dabrowski's Theory" (Meckstroth); "Psychosocial Development of Gifted Children" (Perrone); "Facilitating the Interest Themes of Young Bright Children" (Cohen); "Social/Emotional Considerations in Young Gifted Children" (Knopper); "The Role of the Pediatrician" (Hoelscher); "Educationally Dynamic Environments for Young Gifted Children" (Shaklee); "Creating the Most Enabling Environment for Young Gifted Children" (Belgrad); "The Education of Talented Young Children in the Context of School Reform" (Cummings/Piirto); "Conceptual Models: Their Role in Early Education for the Gifted and Talented Child" (Cohen/Jipson); "The Cline Cube: Integrating Models of Gifted Education" (Cline); "The World of the Young Gifted Child Viewed through Open Systems Concepts" (Hollingsworth); "Designing a Preschool Program for the Gifted and Talented" (Hanninen); "Planning Curriculum for Young Gifted Children" (Vydra/Leimbach); "Cultivating Creative Thinking Abilities in Young Children" (Stanish); "Curriculum for the Young Gifted Child" (Meininger); "From Theory to Practice: A Project for Young Creatively Gifted Children from Economically Disadvantaged Backgrounds" (McCallister/Nash); "Developing Talent in Young Learners with Picture Books" (Baum); "Appropriate Educational Programs for the Young Gifted Child: Curricular Concerns" (Jipson); and "Technology-Based Instruction for Young Gifted Children" (Berger/McIntire). (Individual papers contain references.) (DB)

ED 418 526   EC 306 335

Davis, Maryann; Vander Stoep, Ann
The Transition to Adulthood among Adolescents Who Have Serious Emotional Disturbance.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 96
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Definitions; *Delivery Systems; Educational Policy; *Emotional Disturbances; Epidemiology; *Integrated Services; *Intervention; Models; Program Development; Secondary

ED 418 543   EC 306 352

Solit, Gail A.
Access for All: Collaboration for Comprehensive Child Care for Deaf and Hearing Preschoolers and Their Families. Project Access. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); *Day Care; *Deafness; Family Programs; *Integrated Services; Models; *Outreach Programs; Preschool Education; Technical Assistance; *Theory Practice Relationship; Young Children
IDENTIFIERS- Gallaudet College DC

This final report presents activities and accomplishments of a three-year outreach project to link programs and agencies serving deaf and hard of hearing children and their families with child care programs in their communities. Each year project staff provided training in establishing integrated early childhood programming and child care for at least four sites. Training participants included administrators, teachers, and parents. Facilities included child care centers, schools for the deaf, public and private schools, nursery schools, and a research hospital. The project was based on the Integrated Preschool Model developed at Gallaudet University (District of Columbia). The three phases of the model involved two training sessions at Gallaudet University followed by periods of application at trainees' home sites. During the final phase trainers worked with professionals and parents at local sites to advance integration and interagency relationship and provide final feedback. The project also provided on-going long distance technical assistance and produced a book, "Access for All Deaf and Hard of Hearing Preschoolers: Issues and Practices." After an executive summary, individual sections of this report describe the project's goals and objectives, conceptual framework, model, problems and their resolution, evaluation findings, impact, and statement of future activities. An appendix provides training agendas and forms. (DB)

ED 418 544   EC 306 353

Home Schooling and Students with Disabilities. Quick Turn Around (QTA) Project Forum.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compliance (Legal); *Disabilities; *Educational Policy; Elementary Secondary Education; Federal Legislation; *Home Schooling; National Surveys; Special Education; *State Legislation; *State Regulation; Student Placement
IDENTIFIERS- Individuals with Disabilities Education Act; State Directors of Special Education; *State Policy

This report, based on a survey of State Directors of Special

PUB DATE- 98
NOTE- 17p.; For 1997 edition, see ED 407 758.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; *Disabilities; *Eligibility; *Financial Aid Applicants; Higher Education; Instructional Student Costs; Need Analysis (Student Financial Aid); Noninstructional Student Costs; *Parent Financial Contribution; Paying for College; Scholarship Funds; *Student Financial Aid; *Student Loan Programs; Work Study Programs

This resource guide provides an overview of student financial aid for students with disabilities. It also discusses the roles and responsibilities of those who play a significant part in the process of providing aid to students with disabilities. It addresses the financial aid application procedure, explains key terminology, and suggests timelines and resources for those individuals seeking financial aid. Specific topics include: (1) the three types of financial aid (grants, loans, and work-employment); (2) federal financial aid; (3) what constitutes the "family contribution"; (4) the cost of attendance; (5) financial need; (6) the financial aid process; (7) the financial aid package; (8) expenses that are considered disability related; (9) how vocational rehabilitation fits into the financial aid process; (10) coordination between the vocational rehabilitation agencies and the financial aid offices; (11) financial aid for graduate study; and (12) other sources for financial assistance, such as Supplemental Security Income, Social Security Disability Insurance, services for disadvantaged students, state programs, and private scholarships. World Wide Web sites that offer information about student financial aid are listed as well as 12 selected resources. A pre-college financial aid checklist is included. (CR)

ED 418 562 EC 306 371

Edelman, Andrea; Schuyler, Vincent E.; White, Patience H.
Maximizing Success for Young Adults with Chronic Health-Related Illnesses. Transition Planning for Education after High School.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Chronic Illness; *College Bound Students; *College Choice; College Programs; Decision Making; Helping Relationship; Higher Education; Needs Assessment; *Self Advocacy; *Student Personnel Services; Student Personnel Workers; *Transitional Programs; Vocational Rehabilitation
IDENTIFIERS- *Academic Accommodations (Disabilities)

This booklet defines chronic health-related illnesses and how they affect life functions; discusses the importance of transition planning; identifies how parents, school personnel, medical personnel, and community service providers can help the students with a chronic illness gain the knowledge and skills necessary for a successful postsecondary outcome; and lists development (CD) technique by two professors at a Japanese university. With this technique, colleagues work together by adopting the roles of "speaker" and "understander" to support each other's process of addressing teaching concerns. The skills required for CD include exploration (subdivided into attending, reflecting, and focusing, skills for the understander to use in supporting the speaker), discovery (divided into thematizing, challenging, and disclosing), and action (including goal-setting, trialling, and planning) for instructional change. The report describes the institutional and classroom context of the work, outlines the principles and procedures of CD, analyzes the most interesting aspects of what was accomplished, and evaluates the CD process by summarizing key learning experiences and making suggestions for further improvement. Meetings between the two colleagues were taped and transcribed, and some excerpts are included here. (Contains 13 references). (MSE)

ED 418 581   FL 024 975

Weatherford, H. Jarold
Issues in the Teaching of Grammar in a Foreign Language.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Joint Meeting of the Southern Conference on Language Teaching and the South Carolina Foreign Language Teachers' Association (Myrtle Beach, SC, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; Comparative Analysis; *Course Content; Curriculum Design; Deduction; *Grammar; Induction; *Language of Instruction; *Second Language Instruction; Second Language Learning; Student Attitudes; Teacher Role; Theory Practice Relationship

A number of issues in classroom second language instruction, particularly as they relate to grammar instruction, are considered in the context of recent research and theory. Discussion begins with a review of the nature and role of second language grammar instruction. Following this, these issues are explored: whether the native or target language should be used in explaining or discussing grammar; whether the inductive or deductive approach should be adopted; whether students can read basic grammar rules on their own, or need teacher intervention; whether grammar should occupy a central or more subordinate role in the classroom; how error correction should be used; whether students enjoy grammar and consider it necessary; and what constitutes grammar. The paper concludes that grammar is a necessary component of second language instruction, not to be either the primary focus of instruction or relegated to a status of unimportance, but viewed as a tool for development of communicative competence. Contains 31 references. (MSE)

ED 418 582   FL 025 020

Daniels, Peter T., Ed.; Bright, William, Ed.
The World's Writing Systems.
PUB DATE- 96
NOTE- 967p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reference Materials - General (130)

of new essential core vocabulary, met in a broad variety of new contexts; stimulating activation of associative memory networks; maximizing active student acquisition of new words and activating passive vocabulary through maximum productive or generative use; and following the five essential steps in learning any new vocabulary. Contains 15 references. (MSE)

ED 418 601   FL 025 186

Guadarrama, Irma N.
Educating Bilingual/ESL Teachers in a Language/Culture Exchange Field School: A Collaborative Model in Teacher Education.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; College Students; Cultural Education; *English (Second Language); *Field Experience Programs; Foreign Countries; Higher Education; *International Educational Exchange; *Language Teachers; Mayan Languages; Second Language Instruction; *Teacher Education
IDENTIFIERS- Mexico

This paper describes a program that brings bilingual and English-as-a-Second-Language (ESL) teachers from the United States to a Mexican ESL school to teach in the Tetiz (Yucatan, Mexico) field school and in exchange, learn Mayan language and culture. The theoretical base for the project is drawn from the work of major theorists in second language education who emphasize the importance of integrating instruction with social, cultural, and linguistic experiences and encourage diversity in the classroom. The field school project was designed to integrate these ideas into bilingual and ESL teacher training. Fifteen American university students, most undergraduate bilingual education majors, serve as ESL teachers and two graduate students and two professional educators serve as support staff. The community in which the school is situated is described, and a survey of staff after a five-week summer session is reported. The survey asked what benefits staff received as a result of participation, how the experience has affected their work as a teacher, professional, or student, what problems they experienced, and whether they would recommend the program to others. Results are reported, and recommendations are made for advancing the field school model. Contains 15 references. (MSE)

ED 418 602   FL 025 187

Musumeci, Diane
Breaking Tradition: An Exploration of the Historical Relationship Between Theory and Practice in Second Language Teaching.
PUB DATE- 97
NOTE- 155p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational History; Educational Strategies; Latin; *Second Language Instruction; Second Language Learning; *Theory Practice Relationship
IDENTIFIERS- Comenius (Johann Amos); *Guarini (Guarino); *Loyola

Gubitosi, Annie
The Impact of Social Interaction Norms and Reward System Norms on Underrepresented Faculty at a Four-Year Public Urban University. A Preliminary Report.
PUB DATE- 96
NOTE- 39p.; Paper presented as a poster at the Annual Meeting of the Association for the Study of Higher Education (Memphis, TN, October 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Standards; *College Faculty; Collegiality; Faculty Publishing; Higher Education; Individualism; *Job Satisfaction; Labor Turnover; Middle Class Culture; *Minority Groups; *Promotion (Occupational); Public Colleges; Racial Differences; Salaries; Sex Differences; *Social Behavior; Socioeconomic Influences; Tenure; Urban Universities
IDENTIFIERS- Faculty Attitudes

This study examined how social interaction norms and promotion and tenure norms effected job satisfaction, focusing on how these variables effected on underrepresented faculty at a predominantly white, four-year, public, urban university. Semi-structured in-depth interviews were conducted with a total of nine faculty (white male, white female, and female and male faculty of color), all with eight or fewer years of service at the institution. Several norms emerged from interview questions relating to issues of social interaction and reward systems, including rank-based hierarchy, silence of untenured faculty, middle class culture, individualism, collegiality, the professorial image, the importance of grants and publications, and inadequate salaries. The implications of these norms are discussed in relation to job satisfaction among majority- and minority-group faculty. Recommendations for improving underrepresented faculty satisfaction and retention are included. An appendix provides copies of the original interview protocol, a follow-up interview protocol, and a revised protocol for future interviews. (Contains 46 references.) (MDM)

ED 418 623 HE 031 134

Wenniger, Mary Dee, Ed.
Women in Higher Education, 1997.
PUB DATE- 97
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrators; College Administration; College Athletics; *College Faculty; College Students; *Females; Feminism; *Higher Education; Leadership; *Sex Discrimination; Womens Athletics; Womens Education

The 12 issues of this newsletter focus on issues concerned with women students, faculty, and administrators in higher education. Each issue includes feature articles, news items, and profiles of significant people. The issues' main articles address: women in athletics; leadership development for women; the first year in academic administration; strategies for campus feminists; women's attitudes in the class of 2000; progress at three universities in gender equity in athletics; gender differences in administrative salaries; using the World Wide Web; minority women; conflict over the new English curriculum at Georgetown University (District of Columbia); the

ED 418 643 HE 031 172

MacTaggert, Terrence J.
Seeking Excellence through Independence. Liberating Colleges and Universities from Excessive Regulation. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 98
NOTE- 212p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Accountability; Compliance (Legal); Educational Policy; *Federal Regulation; *Government School Relationship; Higher Education; *Institutional Autonomy; *Public Colleges; *State Regulation; State Universities
IDENTIFIERS- *Deregulation

This book examines the relationship between higher education and state and federal government and proposes the deregulation of higher education. The book notes that deregulation works in preserving and sometimes increasing quality and in maintaining access and diversity, although it does not automatically reduce costs. Part 1 presents the case for deregulating public higher education in three chapters: "Why the Time is Ripe for Restructuring" (Terrence J. MacTaggart); "Technology, Competition, and Control in Higher Education" (James R. Mingle, Rhonda Martin Epper); and "Helping Public Institutions Act Like Private Ones" (Kenneth A. Shaw). Part 2 presents two case examples of deregulation in action: "Balancing Self-Interest and Accountability: St. Mary's College of Maryland" (Robert O. Berdahl); "Defining the Scope and Limits of Autonomy: New Jersey" (Darryl G. Greer). Part 3 focuses on implementing the changes necessary to make greater autonomy work. Chapters are: "State Policy for a Time of Adaptive Change" (Patrick M. Callan, Kathy Reeves Bracco, Richard C. Richardson, Jr.); "Rethinking the Criteria for Trusteeship" (Richard T. Ingram); "Achieving Independence Through Conflict and compromise: Michigan" (Marvin W. Peterson, Michael K. McLendon); and "Implementing Independence: Benefits and Obligations" (Terrence J. MacTaggart). (Contains approximately 160 references.)(DB)

ED 418 644 HE 031 173

Haynes, Elizabeth A., Comp.
An Introduction to HUD for Institutions of Higher Education.
PUB DATE- 96
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Federal Aid; *Federal Programs; Government School Relationship; *Higher Education; Housing; Outreach Programs; School Community Programs; Urban Areas; Urban Improvement
IDENTIFIERS- Department of Housing and Urban Development

This guide describes programs relevant to institutions of higher education administered by the U.S. Department of Housing and Urban Development (other than those administered by the Office of University Partnerships). Each program description provides information on: the program's purpose, possibilities for involvement, funding information, examples of program accomplishments by institutions of higher education, and

Education; Library Expenditures; Private Colleges; Research; State Colleges; State Universities; Student Costs; *Trend Analysis

IDENTIFIERS- Carnegie Classification; Higher Education General Information Survey; Integrated Postsecondary Education Data System

This paper examines expenditure patterns at higher education institutions in recent years, in light of the spiraling cost of higher education. It utilizes data from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS), begun in 1986, and the Higher Education General Information Survey (HEGIS), which goes back to 1966. IPEDS and HEGIS figures demonstrated that instruction predictably accounts for the largest percentage of total spending. While spending increased in almost all categories between 1977 and 1994, increases were smallest in the traditional areas of instruction, library, and plant operations, and largest in ancillary services and administration. Instructional spending as a percentage of total expenditures fell at public universities, public four-year colleges, and private four-year colleges. Research spending as a percentage of total expenditures increased significantly at private and public universities. Comparing different types of institutions, the largest proportionate change from 1990-91 to 1994-95 was a decrease in mean instructional expenditures at Carnegie Classification Research I public universities of 5.9 percent. Three appendixes provide IPEDS variable descriptions, Carnegie Classification codes, and a list of Carnegie-classified doctoral institutions. (Contains 14 references, 17 tables of data, and 1 figure.) (MDM)

ED 418 664 HE 031 193

Evans, Thomas J.

An Introduction to Educational Research: Disciplined Inquiry and Literature Reviews.

PUB DATE- 98

NOTE- 43p.; Paper prepared for the Escuela Internacional Sampedrana Professional Development Seminar Series (San Pedro Sula, Honduras, March 1998).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Bilingual Education; Bilingual Teachers; *Educational Research; Elementary School Teachers; Elementary Secondary Education; Foreign Countries; Graduate Study; Higher Education; *Literature Reviews; Preschool Teachers; Qualitative Research; *Research Skills; Secondary School Teachers; Statistical Analysis

IDENTIFIERS- American Psychological Association; Honduras

This paper presents an introduction to basic concepts of educational research for preschool, elementary, and secondary teachers at the Escuela Internacional Sampedrana (EIS) in Honduras who expressed interest in pursuing graduate education in the United States. EIS is a private bilingual (Spanish-English) K-12 school in Honduras. In the first part of the paper, teachers are introduced to the characteristics of qualitative and quantitative research methods, and later to a blending of the two methods into an approach known as "disciplined inquiry." The second part of the paper presents an active introduction (including sample worksheets) to reviewing recommended for an institutional database. Chapter 3 contains the data element dictionary--the definitions and detailed codes necessary for creating a standardized database. Chapter 4 offers examples, in two major categories, of some common uses of these data: to support strategic planning and management (employee characteristics/amount of human asset available/price and cost considerations/allocation of available asset/productivity/student experience/asset renewal) and for data exchange; and for reporting to external agencies (employee demographics/salaries/assets available for allocation to various institutional functions). Chapter 5 contains a glossary of related terms. Appended are detailed definitions of human asset categories and subcategories; a cross-reference of standard occupational categories to human asset categories; information on how to compile data, an illustration of basic calculations, and country and language codes. (BF)

ED 418 683 IR 018 671

Omoregie, Mike
Distance Learning: An Effective Educational Delivery System.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Comparative Analysis; Computer Mediated Communication; Computer Software; *Distance Education; Educational Technology; Faculty; Faculty Development; Higher Education; *Instructional Effectiveness; Material Development; Nontraditional Education; Role; Student Characteristics; Students; Teaching Methods; Technological Advancement

This paper describes the findings of various researchers on the role of faculty, learners, administrators, and technology in the effectiveness of distance learners. New technology and learners' characteristics have contributed to the effectiveness of distance education. The planning and organizing of instructional materials for distance education have increased the effectiveness of the delivery process. Improved modern technology tools and software applications play a significant role in the effectiveness of distance education. Research suggests that there are no significant differences between distance and traditionally delivered instruction. Research also suggests that faculty development and variables such as student demographics, motivation, attrition, cognitive style, gender, and achievement play a significant role in distance learning. Distance education preparation should include faculty in-service training, course loads, staff support, and administrators. Distance learning can be an effective instructional academic delivery system for adult learners in schools and industries if all the key players are involved in the process. (Author/SWC)

ED 418 684 IR 018 714

Cravener, Patricia A.; Michael, William B.
Students Use of Adjunctive CMC.
PUB DATE- 98
NOTE- 11p.; Paper presented at the annual Distance Education Conference (fifth).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

growth effects are strongest when the other supply side conditions are favorable as well. Four reasons for paying special attention to human capital are as follows: trying to be as good as the best; higher wages justified by higher productivity; capital-intensive, labor-saving, technology-intensive production processes that require highly skilled labor; and an educational continuum for those willing to work for lower wages and the academically trained high achievers and everyone in between. German vocational training is a mass apprenticeship system run by the private sector within a public-private partnership. Trainees in all sectors of the economy usually begin training right after leaving school. Youth training is the best unemployment insurance and the best weapon against youth unemployment. It works best when it is work-based, performance-oriented, structured learning. The vocational system must not foreclose the option of apprentices to go to college. Germany is currently building a new system that combines academic and practical training and fills the gap between traditional vocational training and the university--the Berufsakademie (professional academy). A variant is already practiced in Singapore. (Eleven tables are appended.) (YLB)

ED 418 226 CE 075 885

Caniesо-Doronila, Maria Luisa
New Schools of the People: New Orientations in Reform and Research in Education.
PUB DATE- 97
NOTE- 21p.; Paper presented at the SEAMEO INNOTECH International Conference (6th, Manila, Philippines, November 11-13, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Community Development; *Educational Change; *Educational Development; Elementary Secondary Education; Foreign Countries; Lifelong Learning; Literacy Education; *Nonformal Education; *Social Change
IDENTIFIERS- *Informal Education; Philippines

Emergent reforms in education in the formal and nonformal sectors in the Philippines are changing the answers to traditional research questions and ways in which educational research will be carried out. Informal education is the ongoing process of transmission of knowledge, skills, values, and attitudes by a society to its youth. Formal education is distinguished by the three processes of abstraction, systematization, and specialization. Nonformal education involves a systematization of knowledge with immediate and practical relevance and value to learners. Two projects are attempts to model and demonstrate the viability of educational programs which, in their attempts to strike at the problems of Philippine education, are substantially different from present programs. "Enrichment of the Education Programs of the Cordillera Administration Region" attempts to systematize local knowledge and include it in the formal education curricula. "Comprehensive Education and Community Development Program of Valencia" ties community development and education in a comprehensive programs that includes all sectors of the community in formal, informal, and nonformal education. Three common perspectives animate these projects: view of development; participative research process woven into the programs; and wholistic and integrative frameworks of the ongoing projects. Additional research could be organized around these three perspectives. (10 references) accountability system; Iowa's Basic Skills Certification Program, certification guidelines, certification levels, target populations, and computer software Tracking Outcomes for Programs and Students (TOPSpro) used in the process. Skills levels and descriptions with standard and certification scaled score ranges for reading and mathematics, using the Comprehensive Adult Student Assessment System (CASAS), are provided. The manual contains 21 references and two appendixes: (1) a chronological listing of adult basic education and general educational development accountability studies from 1980-1997, with their status and impact; and (2) samples of Iowa's basic skills certificates of achievement for CASAS Levels A-D in reading and mathematics. (KC)

ED 418 245 CE 076 142

A Supplemental Report on the Performance Levels of Iowa's Adult Basic Education Target Populations.
PUB DATE- 98
NOTE- 22p.; For a related report, see ED 400 437.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Adult Students; Basic Skills; Literacy Education; *Mathematics Achievement; Mathematics Instruction; *Reading Achievement; Reading Instruction; State Programs; Student Evaluation
IDENTIFIERS- *Comprehensive Adult Student Assessment System; *Iowa

The purpose of this report is to provide performance data on Iowa's adult basic education (ABE) target populations based on the Comprehensive Adult Student Assessment System (CASAS) Employment Competency System Appraisal Form 130 in the areas of reading and mathematics. This report is designed to supplement the data reported in the study titled, "A Workforce Basic Skills Norming Study of Iowa's JTPA and PROMISE JOBS Target Populations." Data were gathered through self-reporting of years of education and student characteristics and CASAS scores, with 1,301 usable questionnaires and test results correlated. Results showed that the majority of participants had completed grade levels 11 and 12. The average reading score was 238.8, and the average mathematics score was 224.1. With approximately 70 percent female and 30 percent male participation, average reading and mathematics scores for each gender correlated with the general average. In age groups, those learners aged 19-25 scored significantly higher than those under 18 years old, and participants over age 60 scored significantly lower than those aged 50-59 years old in reading; whereas mathematics scores did not differ significantly among age groups. Eighty-seven percent of the study participants were white, and they scored significantly higher than blacks and Hispanics on both reading and mathematics. The study concluded that a significant percentage of Iowa's basic skills target populations are capable of beginning instruction at CASAS levels C and D in reading and CASES levels B and C in mathematics. The study also concluded that the scores correlate with age, gender, and years of education similarly to the earlier study. (KC)

ED 418 246 CE 076 143

Nissen, Bruce, Ed.
Unions and Workplace Reorganization.
PUB DATE- 97
NOTE- 240p.

Curriculum; *Educational Needs; Family Life Education; *Instructional Materials; *Parent Education; *Prisoners

A parent's incarceration significantly influences his or her children. Most incarcerated persons have little contact with their children, leading to negative consequences for the children. When incarcerated parents are freed, they often have a hard time reuniting the family, partly because they lack effective parenting skills. Parent training is frequently used to address the needs of parents and children who are at risk for family problems or for poor developmental outcomes. In a correctional setting, curriculum specifically designed for incarcerated persons can enhance parent training by addressing the unique needs of inmates. Several sets of curriculum materials for this purpose were reviewed, including literature-based and counseling approaches. Studies suggest that parent training is effective with incarcerated populations; thus best practice requires that institutions integrate parent training into their programs, using a variety of curriculum materials. Parent training should include information about children's needs throughout their developmental years. The goals of correctional parent training should encompass crime prevention for inmates and their children and the prevention of poor developmental outcomes for children. Future correctional parent training might include after-care components linking community corrections programs to facility-based programs during incarceration. (Contains 30 references.) (KC)

ED 418 265 CE 076 189

Poulos, Stacy; Nightingale, Demetra Smith
The Aging Baby Boom: Implications for Employment and Training Programs.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 97
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Learning; *Aging (Individuals); *Baby Boomers; Economic Impact; Economic Status; Economically Disadvantaged; *Educational Demand; Educational Needs; Educational Policy; Educational Trends; Employment Patterns; *Employment Programs; *Job Training; *Labor Needs; Middle Aged Adults; Needs Assessment; Older Adults; Public Policy; Retirement; Services; Trend Analysis; Well Being
IDENTIFIERS- Job Training Partnership Act 1982

By the end of 2005, the oldest baby boomers will begin turning 60. Although baby boomers have generally done better than any previous generation in terms of income and education, not all baby boomers have been successful. As baby boomers age, the total economically disadvantaged population will increase. Consequently, over the next decade, the population of individuals eligible for Job Training Partnership Act (JTPA) programs will also increase and age. Because individuals are not only living longer but also remaining healthy enough to continue working longer than ever before, and because of the new emphasis on computer and communication technology and "soft skills" in the postindustrial age, those older adults with up-to-date skills will have new opportunities for continuing work later in life. The JTPA system should begin preparing for the aging of its participants and for possibly expanding program services to accommodate growing need. The JTPA system should reexamine its current service delivery approaches to ensure

Sexual Harassment

This book contains the following 14 articles on the effects of law on women in the United States: "Protection of Women Workers and the Courts: A Legal Case History" (Ann Corinne Hill); "Sexual Harassment and Race: A Legal Analysis of Discrimination" (Judy Trent Ellis); "Comparable Worth: Is This a Theory for Black Workers?" (Judy Scales-Trent); "Sexual Harassment: Its First Decade in Court" (Catharine A. MacKinnon); "Comparable Worth: The Paradox of Technocratic Reform" (Sara M. Evans, Barbara J. Nelson); "Conceptualizing Black Women's Employment Experiences" (Cathy Scarborough); "Pluralist Myths and Powerless Men: The Ideology of Reasonableness in Sexual Harassment Law" (Nancy S. Ehrenreich); "Sexist Speech in the Workplace" (Marcy Strauss); "Women in the Workplace and Sex Discrimination Law: A Feminist Analysis of Federal Jurisprudence" (Francis Carleton); "Sexual Harassment in the Military" (Yxta Maya Murray); "Gender Bias in the Legal Profession: Women 'See' It, Men Don't" (Phyllis D. Coontz); "The Combat Exclusion and the Role of Women in the Military" (Judith Wagner DeCew); "Considering Difference: The Case of the U.S. Family and Medical Leave Act of 1993" (Lise Vogel); and "What's Sex Got to Do with It?" (Miranda Oshige). Many of the articles include reference lists. (KC)

ED 418 284 CE 076 214

Date-Bah, Eugenia, Ed.
Promoting Gender Equality at Work: Turning Vision into Reality for the Twenty-First Century.
SPONS. AGENCY- International Labour Office, Geneva (Switzerland).
PUB DATE- 97
NOTE- 251p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adult Education; Case Studies; Change Strategies; *Compliance (Legal); Developed Nations; Developing Nations; Economic Development; Employer Employee Relationship; *Employment Patterns; *Employment Practices; *Equal Opportunities (Jobs); Family Life; Foreign Countries; Free Enterprise System; Industrial Structure; Industrialization; Labor Legislation; Macroeconomics; Rural Areas; Sex Bias; Sex Differences; Sex Discrimination; *Sex Fairness; Sexual Harassment; Technological Advancement; Unions; *Work Environment

This document contains papers in which 12 experienced gender specialists examine the various developments and elements affecting women's participation as equal players in the workplace and propose actions and policies promoting sex equity in the workplace. The following papers are included: "Preface" (Mary Chinery-Hesse); "Introduction " (Eugenia Date-Bah); "Recession and Structural Adjustment's Impact on Women's Work in Selected Developing Regions" (Sally Baden); "The Impact of the Transition from Centrally Planned to Market-Based Economies on Women's Employment in East Central Europe" (Barbara Einhorn); "African Women Workers, Globalization, AIDS, and Poverty" (Guy Mhone); "Innovations in Work Organization and Technology" (Swasti Mitter); "Sexual Harassment at Work" (Linda Wirth); "Equality of Treatment between Men and Women in Social Security and in Family Responsibilities" (Anne-Marie Brocas); "Analysis of the Legal Framework for Gender Equality in Employment: Lesotho, a Case-Study" (David Tajgman, Evance Kalula); "Enforcement of Equality Provisions" (Constance Thomas, Rachael Taylor); "The Trade Unions and Women Workers:

training in gender and development; and (4) evaluation. Appendixes contain 11 references and a gender checklist; and sample program goals objectives, milestones, and tasks list. (KC)

ED 418 303 CE 076 244

Geers, Frederik; Van Weydeveldt, Reinald
Vocational Education and Training in Belgium.
PUB DATE- 96
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Educational Administration; Educational Development; *Educational Finance; *Educational Trends; Foreign Countries; *Job Training; Postsecondary Education; Secondary Education; *Teacher Education; *Vocational Education; Vocational Education Teachers; Womens Education
IDENTIFIERS- *Belgium

This document describes the vocational education and training system in Belgium, beginning in chapter 1 with the administrative, demographic, and economic background in which the training system exists. Chapter 2 provides a brief historical review of the development of the training system; arrangements for initial training; and arrangements for continuing training, teacher training, and adult training. Chapter 3 indicates where responsibilities for administering the system are located, including the influence of the social partners, and presents information on the financing system. Chapter 4 provides an indication of present trends and developments, including how far the system has been, or would be, influenced by European Community considerations, such as the following: creation of the single European market, mutual recognition of qualifications, the intervention of the Structural Funds, and the Community's education and training programs. Specific topics are as follows: divergent training systems, the teaching profession and teacher training, choice of study by girls, and education in the Flemish and French communities. Appendixes contain 14 references and the following: list of acronyms and abbreviated titles; major organizations involved in providing or regulating vocational training; and glossary. (YLB)

ED 418 304 CE 076 245

Grilo, E. Marcal
Vocational Education and Training in Portugal.
PUB DATE- 95
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Educational Administration; Educational Development; *Educational Finance; *Educational Trends; Foreign Countries; *Job Training; Postsecondary Education; Secondary Education; *Teacher Education; *Vocational Education; Vocational Education Teachers; Womens Education
IDENTIFIERS- *Portugal

This document describes the vocational education and training system in Portugal, beginning in chapter 1 with the administrative, demographic, and economic background in which the training system exists. Chapter 2 provides a brief historical review of the development of the training systems;

Arizona School to Work Briefing Paper #7.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix. Div. of Adult Education.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; Curriculum Design; *Education Work Relationship; *Educational Change; Employer Attitudes; Needs Assessment; Parent Attitudes; *Partnerships in Education; Postsecondary Education; Program Design; Program Development; *Public Opinion; Public Support; School Business Relationship; Secondary Education; *State Programs; Statewide Planning; Teacher Attitudes; Vocational Education
IDENTIFIERS- *Arizona; School to Work Opportunities Act 1994

In spring 1997, Arizona repeated a spring 1996 statewide public poll that established baseline measures of public attitudes toward school-to-work (STW). Samples were drawn from three constituent groups: parents, businesses, and educators. Over 2,700 Arizonans participated each year. Overall awareness of STW was up significantly among every group. The belief that local schools were involved increased, but many parents, businesses, and teachers still said their schools were not involved or they were unsure. In both studies, a majority of educators rated the overall quality of education positively, whereas parents and businesses were more moderate in their ratings. Well over 90 percent of all groups said some degree of change was needed. Almost 90 percent of each group advocated that schools teach more than just basic skills. Three-quarters or more of all groups supported changing teachers' duties to emphasize instruction in teamwork, work habits, and work-related concerns; ensuring more collaboration in program and curriculum design; providing more comprehensive learning programs; providing "Career Majors"; and creating student employment opportunities. Two beliefs pervaded the emerging STW system: the state must do a better job of identifying and serving special populations and not everyone is optimistic STW will succeed. Over half of all groups would be willing to pay additional taxes to support STW programs and all groups would vote for candidates supportive of STW. (YLB)

ED 418 323 CE 076 286

Vandegrift, Judith A.; Larson, Elizabeth Hunt
Seventh Grade Students' Perceptions of Career Awareness and Exploration Activities in Arizona Schools. Arizona School to Work Briefing Paper #8.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix. Div. of Adult Education.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Awareness; *Career Education; *Career Exploration; *Education Work Relationship; Ethnic Groups; Grade 7; Junior High Schools; School Business Relationship; Sex Differences; State Programs; *Statewide Planning; Student Attitudes; Student Participation
IDENTIFIERS- *Arizona; School to Work Opportunities Act 1994

A survey ascertained whether Arizona seventh-grade students perceived themselves to have participated in and benefited from career awareness, exploration, and counseling activities. In

Counselor (P. N. Wickwire); (23) Total Quality Leadership and School Counseling (R. M. Dedmond); (24) Credentialing and Certification for School Counselors (J. W. Bloom; S. Eubanks); (25) Counseling and Guidance Advisory Councils (F. Carney); (26) Developing Assessment Standards for School Counselors; (27) The Politics of School Counseling; (28) School Counseling as a Specialty Area of the Profession (P. O. Paisley; L. D. Borders); (29) The Internet as a Resource for School Counseling (E. B. Rust); (30) Assessment for Advocacy and Accountability in School Counseling (J. Gallagher); (31) ERIC/CASS Virtual Libraries: Online Resources for Parents, Teachers, and Counselors (G. R. Walz; J. C. Bleuer). (EMK)

ED 418 340   CG 028 354

Steward, Robbie J.; Giordano, Nancy G.; Goldsworthy, Sarah B.; Stallworth, Tamari C.; Stevens, Kerry L.
A Content Analysis of the Four Major Journals in Counseling Psychology: Biracial and Multiracial Literature over the Last Decade.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Biculturalism; *Counseling; *Literature Reviews; *Racial Identification; Racial Relations; *Research Needs
IDENTIFIERS- *Mixed Race Persons

This article presents the findings of a literature review conducted in order to assess the degree to which the biracial/multiracial population has been addressed in the four major journals of counseling psychology: "Journal of Multicultural Counseling and Development," "Journal of Counseling and Development," "The Counseling Psychologist," and the "Journal of Counseling Psychology." Findings reveal that three of the four journals each published one relevant article in the 10 year period examined (1987-1996), suggesting a profound lack of knowledge of biracial/multiracial populations. Through a review of referenced sources outside of the scope of the study, four additional older empirical studies were located, all of which were dissertations or unpublished. A similar situation was found in other fields of study. An overview of the content of each article is presented. The authors strongly recommend that qualitative and quantitative research which examines the development and psychological adjustment of biracial/multiracial populations be encouraged. (EMK)

ED 418 341   CG 028 356

Thomasson, Julie; Rubin, Sarah
Walking the Talk: Increasing Educational Options for Southern Youth. A Background Paper. Alliance for Achievement.
PUB DATE- 96
NOTE- 53p.; First published as a background paper in 1992; the Resource List has been updated.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Community Colleges; Educational Cooperation; Educational Improvement; *Educational Objectives; *Educational Opportunities; *Educationally Disadvantaged; Excellence in Education; Intermediate Grades; Middle Schools;

caring, values that have always defined the rehabilitation field. (MKA)

ED 418 360 CG 028 380

Ysseldyke, Jim; Dawson, Peg; Lehr, Camilla; Reschly, Dan; Reynolds, Maynard; Telzrow, Cathy
School Psychology: A Blueprint for Training and Practice II.
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accountability; *Change; Cooperation; Diversity (Student); Educational Change; Elementary Secondary Education; Ethics; Intervention; Prevention; *Pupil Personnel Services; *School Psychologists; *Standards
IDENTIFIERS- Competency Based Assessment

This book sets the stage for competency domains by reviewing the context in which school psychological services are delivered and how school psychologists are educated. The book focuses initially on the altered social, political, and economic context for education and the practice of psychology in schools. The book then analyzes the ways in which schools have changed since 1984. It describes changes that are taking place in the training of school psychologists and how these changes affect their practice in schools. The report attempts to be sensitive to the fact that school psychologists have varying degrees of autonomy. It recognizes that many of the roles that school psychologists play are dictated by workplace settings and that there is considerable variance in the ways people work. It lists and describes 10 interrelated domains of training and practice and provides a scenario demonstrating how these domains are connected and played out in daily practice. Finally, the report addresses implications for training, practice, and the profession overall. (MKA)

ED 418 361 CG 028 387

Everett, Craig A., Ed.
Child Custody: Legal Decisions and Family Outcomes.
PUB DATE- 97
NOTE- 234p.; Co-published simultaneously as "Journal of Divorce & Remarriage," volume 28, number 1-2, 1997.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Anger; *Child Custody; Child Support; *Children; Divorce; *Family (Sociological Unit); Fatherless Family; Fathers; Grandparents; Judges; *Laws; *Legislation; Lesbianism; Motherless Family; Mothers; Remarriage; Responsibility; Self Esteem

This collection addresses child custody decisions and the resultant outcomes for children and their families. The first section of the book examines aspects of the legal decision-making process as well as legislative guidelines affecting custody and post-divorce issues. The second section focuses on post-divorce family patterns for fathers, mothers, and grandparents. The text features the following articles: (1) "Judges' Beliefs Dealing with Child Custody Decisions," L. E. Stamps, S. Kunen, A. Rock-Faucheux; (2) "Evolution of Residential Custody Arrangements in Separated Families," R. Cloutier, C. Jacques; (3) "The Impact of an Educational Seminar conclusions formed about SSR--19 of the students said they read most or all of the time during the established reading period. In a further survey at the school, 54 out of 90 students said they read most of the time when told to read silently for 20 minutes during class. Similar results were seen with respect to reading habits. Most students felt they read a little more since the SSR program was introduced; however, only 53% of the students surveyed want the school to continue the program. It is recommended that the SSR program be continued, since SSR gives students practice at reading and in experiencing different writing styles, which can help develop writing skills. The program provides skills that are critical in developing educated, college-bound students. (Contains a list of 14 recommendations and a 37-item bibliography.) (NKA)

ED 418 380   CS 013 151

Fernandez, Melanie
Emergent Readers' Responses to Read Aloud Stories and Stories Presented by a Computer.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Computer Assisted Instruction; *Emergent Literacy; Optical Data Disks; Primary Education; Qualitative Research; *Reader Response; *Reading Aloud to Others; Reading Research; *Story Reading; Tables (Data)
IDENTIFIERS- *Presentation Mode

The electronic storybook may be one tool that can simulate the read aloud story by a human reader. If the electronic story can serve to provide some of the elements derived from a human book reading experience, then time spent with these electronic stories can give children some building blocks that will aid in their literacy acquisition. A study aimed to discover if children's responses to stories delivered by a computer are similar to children's responses to stories read by a human reader. The study employed a 2(mode) x 2(story) x 2(time) ANOVA with 2 between subjects factors (mode and story) and 1 within subjects factor (time). Some research questions were addressed qualitatively. Participants were 40 six year olds from a rural school having a large percentage of students receiving free or reduced lunches. Out of the 32 comparisons, there were only 3 significant mode effects (p .05) with the CD story experience being statistically significantly better than the human read experience in two of the three comparisons. All other comparisons showed no significant difference between the two modes. The CD story experience was essentially equivalent to the human read experience with regard to the literacy learnings tested by the chosen assessment instruments. In examining effect sizes, however, a trend favoring the human read experience was seen. Qualitative data showed few differences. It did show, however, that although boys responded more often to questions after having experienced the CD story experience than girls, they preferred the human story experience. (Contains six tables of data, a figure, and 16 references.) (Author/NKA)

ED 418 381   CS 013 156

Culbert, Elizabeth; Flood, Michelle; Windler, Rachel; Work, Debra
A Qualitative Investigation of the Use of Graphic Organizers.
PUB DATE- 98

developments that have occurred--some of these developments will have a positive benefit upon the literacy levels in the country but some may have an adverse effect. The paper contends that to better understand the literacy situation in Fiji, it is necessary to look at the historical roots of present day literacy. It presents a historical overview, concentrating on the role of Christian missionaries in promoting literacy and the role of the British government in establishing schools and setting curricula, with the emphasis on English. The paper also considers the urbanization of Fiji and modern economic development, along with the presence of television and other informational technologies, and discusses the South Pacific Literacy Project begun in the late 1980s and funded by the Australian government. Contains 22 references. (NKA)

ED 418 399   CS 013 174

Mangubhai, Francis
The Impact of Technology on the Development of Literacy in the South Pacific.
PUB DATE- 96
NOTE- 10p.; Paper presented at the World Conference on Literacy (Philadelphia, PA, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Practices; Foreign Countries; *Geographic Regions; *Literacy; *Social Environment; Technological Advancement; *Television Viewing
IDENTIFIERS- *South Pacific; *Technology Integration

To discuss the likely impact of technology on literacy in a Pacific society, this paper first provides a brief history of literacy in the South Pacific, then considers the language-in-education policies, and finally examines technology's likely impact on the current rates and levels of literacy. The paper finds that the uses of literacy in the South Pacific have been limited--largely confined to the reading of religious texts. It also finds that the language-in-education policies have evolved from almost the exclusive use of the vernacular in the eastern part of the South Pacific to an increasing use of English in the formal educational system. The paper highlights the fact that literacy levels in the South Pacific countries may not be very high and pinpoints the reasons why. The picture that emerges is of societies that are largely print-deficient in the rural areas, with printed matter available in urban areas but with no social practice of leisure reading or reading for development of knowledge. The paper delineates the strong presence of television in the South Pacific and discusses some of the major concerns about its presence, noting that the IEA reading study did not find reading displaced by television, since reading was not common anyway, but did find television viewing an entrenched feature of daily life in the South Pacific. Includes seven notes; contains 35 references. (NKA)

ED 418 400   CS 013 176

Houston READ Commission Past, Present and Future.
PUB DATE- 97
NOTE- 9p.; For related materials, see CS 013 177-178.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)

'Cuentos,' Developing Narrative Voices" (Louise Garcia Harrison); "Beyond the Holocaust: Exploring Jewish Themes through Contemporary Young Adult Literature" (Jeffrey S. Kaplan); "The Web of Life" (Diane Hoffbauer); "Using Literature to Combat Stereotypes" (Denise R. Emery); "Parallel Lives: Anne Frank and Today's Immigrant Studies" (Mitzi Witkin); "Supporting Active and Reflective Response to Multicultural Literature" (Elizabeth Noll, Charlotte Valencia Lindahl, and Debra Salazar; "Considering the Power of the Past: Pairing 'Nightjohn' and 'Narrative of the Life of Frederick Douglass'" (Kelly Chandler); "Teaching about China, Chinese Culture, and Chinese Americans through Literature Exploration and Interdisciplinary Instruction" (Alyce Hunter); "Dramatic Encounters: Experiencing Multicultural Literature" (Jeffrey D. Wilhelm); "Science and English: Connecting with Multicultural Young Adult Literature" (Amy Hackett); "Multicultural Literature and Mathematical Connections: Bridges to Span Mathematical Understanding in a Diverse World" (David K. Pugalee); "Puzzlements from a Pooper: Or Much Confusion about 'Multicultural'" (Ted Hipple); "Weaving Many Cultures into the Curriculum" (Elizabeth A. Poe); "Moving from the Merely Mentioned to the Multicultural" (Mary R. Harmon); "Connecting with Students through Multicultural Young Adult Novels" (Diana Mitchell); and "A Source Guide for Locating Multicultural Literature for Young Adults" (Dee Storey). An extensive annotated bibliography is attached. (NKA)

ED 418 423 CS 216 313

Brockington, Arianna T.; Burcham, Christy L.
Letters and Questions from Fictional Characters: Do They Enhance Students' Written Journal Responses?
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Fiction; Grade 1; Instructional Effectiveness; *Journal Writing; Kindergarten; *Letters (Correspondence); Primary Education; Student Interests; *Student Journals; *Student Reaction; Writing Instruction; Writing Research; *Writing Strategies
IDENTIFIERS- *Writing Prompts

Conducted in a kindergarten and first-grade combination classroom, a study examined two differing introductions to proposed journal entries, written after students listened to two stories of narrative fiction. Both stories were written by Margaret and H.A. Rey and focus upon Curious George as the main character. During the first phase of the data collection, a journal prompt was presented in the form of a question directly to the students. While collecting data during the second phase of the study, the identical journal prompt was presented, posed in the form of a letter written by Curious George to the (subject) class. The study investigated which type of introduction to a journal entry elicits more detailed student responses. The hypothesis was that the journal prompt posed by Curious George himself would encourage lengthier and more involved journal entries. Results indicated that the hypothesis was not supported nor rejected in a definitive manner. Findings suggest, however, that students showed increased enthusiasm and involvement throughout the class when responding to Curious George's letter; the way they reacted suggests that using character letters to pose journal prompts is a worthwhile change of pace and effective for instructional purposes.

Characteristics; *Teaching Styles; Verbal Communication
IDENTIFIERS- *Argumentativeness; Communication Styles

A study examined the relationship among instructor socio-communicative style, argumentativeness, and verbal aggressiveness in the college classroom. Participants were 139 undergraduate students enrolled at a small southern university who completed the Assertiveness-Responsiveness Measure (Richmond and McCroskey, 1995), as well as modified versions of the Argumentativeness scale (Infante and Rancer, 1982), and the Verbal Aggressiveness scale (Infante and Wigley, 1996). Results indicated that: (1) competent and aggressive instructors are rated significantly higher in argumentativeness than submissive instructors and (2) noncompetent and aggressive instructors are rated significantly higher in verbal aggressiveness than either competent or submissive instructors. (Contains 47 references and a table of data.) (Author/CR)

ED 418 445 CS 509 812

Justman, Jeffrey J.
Feedback: Breakfast of Champions.
PUB DATE- 98
NOTE- 6p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Response; Classroom Techniques; Communication Skills; *Computer Uses in Education; Educational Media; *Feedback; Higher Education; Learning Processes; *Public Speaking
IDENTIFIERS- *Technology Integration; *University of Wisconsin Stevens Point

Feedback is an important skill that people need to learn in life. Feedback is crucial in a public speaking class to improve speaking skills. Providing and receiving feedback is what champions feed on to be successful, thus feedback is called the "Breakfast of Champions." Feedback builds speakers' confidence. Providing in-depth feedback is also important because it forms a positive relationship between the provider and the receiver. Through the use of computer technology in the form of public folders under Microsoft Exchange, students at the University of Wisconsin, Stevens Point, can provide and receive feedback. Under the Communication 101 public folder students will enter into their section folder; within their section they will find sub-folders for the various assignments they will be doing throughout the semester. One of the sub-folders is termed "feedback." This folder allows students to provide more detailed feedback. Utilizing public folders to provide feedback allows students the opportunity to learn how to construct "friendly" constructive feedback. Once students become comfortable providing positive and constructive feedback, an in-class discussion can be brought up on how to transfer that feedback face-to-face in class. (CR)

ED 418 446 CS 509 813

Williams, Glen
Conceptualizing Public Speaking as Advanced Composition: Contemplating the Implications.

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrative Organization; Comparative Analysis; Curriculum Design; Educational Assessment; *Educational Change; Educational Needs; *Educational Objectives; *Educational Policy; Elementary Secondary Education; Foreign Countries; International Education; *School Administration; *School Restructuring

Educational restructuring concerns a deregulated, decentralized system replacing central planning, control, and supervision. Such restructuring in relation to curriculum, teaching, and learning and the impact of restructuring on key stakeholders at the school-site level is the focus of this book. It uses a selection of international policy-based case studies to explicate the restructuring process, in order to help stakeholders involved in restructuring come to a fuller understanding of the process. The three types of case studies used here--international policy-oriented studies, case studies based on a qualitative research approach, and statistically based case studies--are presented in four parts. Part 1 provides the contextual background, whereas part 2 examines restructuring in England, Wales, the United States, Hong Kong, and Australia. Part 3 explores the experiences and reactions of those who have adopted and implemented school-based management, with particular emphasis on the views of high school teachers, principals, and primary school teachers. Part 4 looks at school principals' dilemmas in restructuring and teachers' dilemmas in relation to their curriculum work. (Contains an index and approximately 260 references.) (RJM)

ED 418 467 EA 028 917

Gallagher, Donald R.; Bagin, Don; Kindred, Leslie W.
The School and Community Relations. Sixth Edition.
PUB DATE- 97
NOTE- 326p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audiovisual Communications; *Communication Skills; Educational Objectives; Elementary Secondary Education; Political Campaigns; Printed Materials; *Public Relations; Publicity; *School Community Relationship; *Superintendents; Total Communication

Ways in which educators can communicate well, and subsequently gain support for programs, curriculum, and discipline, are presented. The book is divided into four parts: "Essential Considerations," "Relations with Special Publics," "Communication Tools," and "Evaluation." In part 1, some of the topics discussed include the importance of public relations; the public character of the school; understanding the community; policies, goals, and strategies; and the administering the program. Part 2 looks at the communication process, communicating with the internal publics, communicating with external publics, and communicating about school services and special events. The various tools of communication, presented in part 3, include ideas for making oral presentations; working with the press; using radio, television, and audiovisuals in communicating ideas; preparing printed materials for presentations; conducting campaigns to initiate

SPONS. AGENCY- Association of California School Administrators.
PUB DATE- 97
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Class Size; *Classroom Environment; *Educational Change; Educational Environment; Elementary Education; School Districts; *Teacher Student Ratio
IDENTIFIERS- California; Class Size Reduction

This report details the impact of Class Size Reduction (CSR) on six school districtsin California. The schools were chosen because they were typical of the changing demographics that affect almost all the state's districts. Data were gathered from interviews with administrators and teachers in the Spring of 1997. Results show that some of the most difficult challenges these districts faced were one-time occurrences: finding qualified teachers on short notice, when to make the transition in year-round schools, and finding enough portable classrooms. Long-term problems included an exhausted teacher pool of qualified candidates; the lack of space in schools; the extra burden on administrators who have to evaluate and lead more personnel; confusion over program assessment, such as the lack of initial baseline data that would allow districts to demonstrate the effectiveness of CSR; and inequities created by CSR, such as the extra work required of teachers in higher grades. Despite the problems, there were notable successes: learning environments changed dramatically for the better, working conditions for teachers improved, and a greater sense of community and creativity was exhibited by the schools. Contains 22 references. (RJM)

ED 418 486 EA 028 986

State Strategies To Manage Budget Shortfalls.
PUB DATE- 96
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Budgeting; *Case Studies; Elementary Secondary Education; Expenditures; Financial Problems; Higher Education; Money Management; *State Government; Strategic Planning

Some of the strategies that states have used to manage budget shortfalls are presented in this report. It provides information, evaluations, and case studies that policymakers can refer to when considering their options, and it emphasizes strategies to manage budget shortfalls, which tend to need a quick resolution. The report also examines some state actions that are intended to have a longer-term, positive effect on state budget management. The report begins with a definition of a budget shortfall, followed by an examination of the causes of such a condition. It explores various management efforts such as cutting the budget and raising revenue. Case studies show how states have avoided or minimized shortfalls and have reduced state spending in major program areas using such strategies as privatization and early retirement. Chapter 4 considers the area of K-12 education and provides a case study of "K-12 School Foundation Aid Reductions in Vermont" (p.25). (RJM)

ED 418 487 EA 028 987

this two-volume report. It was found that teachers working together were at the center of improvement. Schools where teachers recognized a problem existed but saw no way to fix it usually did not show improvement in academic performance. Many teachers' horizons were circumscribed; some of the solutions put into place were neither research-based nor particularly effective. Two elements were required for improvement: recognizing problems and believing them to be "fixable." Schools offering solutions found that they gained in teacher strength and pride. Taken as a whole, the QPA pilot schools perform on a par with all other schools in Kansas, although about a fifth of the 135 QPA pilot schools recorded strong, measurable improvement in student academic performance. The most identified components of success were the QPA pressures to identify, collect, and analyze object data on performance and then assess the data and implement solutions. The second volume of the report features technical appendices consisting of data sources, technical issues, and the data collection instruments. (RJM)

ED 418 508 EA 029 019

School Finance: State and Federal Efforts To Target Poor Students. Report to Congressional Requesters.
PUB DATE- 98
NOTE- 246p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disadvantaged Youth; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Expenditure Per Student; *Federal Aid; Low Income Groups; School Accounting; School Administration; *School District Spending

State and federal governments provided $146 billion for public elementary and secondary schools in the 1994-95 school year. In response to a Congressional directive to: (1) determine the extent to which state and federal funding is targeted to districts on the basis of the number of poor students; and (2) the effect of state and federal funding on the amount of funds available to high-poverty compared with low-poverty districts, the Government Accounting Office researched these issues, the results of which are reported in this document. The data used were collected from U.S. Department of Education district-level research for school year 1991-92. The data was supplemented by interviews of state and federal education officials to determine how changes in states' school finance systems and federal funding programs would affect funding to poor students. It was found that school finance systems in over 90 percent of the states had the effect of targeting more state funds to districts with large numbers of poor students in school year 1991-92 regardless of whether the system explicitly intended to do so. Although targeting funds helped close funding gaps, the percentage of total funding from state and federal sources was more important in reducing any gaps. Profiles on a state-by-state basis are offered. (RJM)

ED 418 509 EA 029 028

Overview of Public Elementary and Secondary Schools and Districts: School Year 1995-96. Statistics in Brief.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English

Education; *Severe Disabilities; Student Characteristics; Transitional Programs

This paper summarizes current knowledge on the transition to adulthood of youth with serious emotional disturbance in terms of epidemiology, effective interventions, and program models. The first section is introductory and provides definitions and characteristics of transitional youth noting special developmental tasks, outcomes for young adults, challenges to positive outcomes, and the special needs of homeless youth with serious emotional disturbance. The second section reports on ways in which the existing service systems (the child/adolescent system and the adult system) fail to meet the needs of these youth and the resulting poor outcomes. It urges establishment of a comprehensive and integrated system. Section 3 focuses on what works. It identifies transition service principles and essential service components and suggests ways to integrate systems and finance strategies. Section 4 looks at innovative approaches, including programs for transitional youth, adolescent programs, adult programs, and program evaluation and research. The final section offers specific recommendations for transition planning and for action. Five appendices provide: definitions of emotional disturbance, information on longitudinal data bases, summaries of conducive laws and policies, a listing of technical assistance/research and training centers, and a paper by Michelle Antholine: "The Transitional Community Treatment Team." (Contains approximately 180 references.) (DB)

ED 418 527   EC 306 336

Talent Promotion in Germany.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Identification; *Admission Criteria; Competitive Selection; Early Admission; Educational Legislation; Elementary Secondary Education; Foreign Countries; *Gifted; Higher Education; Private Schools; *Student Promotion; *Talent; *Talent Development
IDENTIFIERS- *Germany

This issue discusses talent development in gifted children and youth. Articles include: (1) "Good and Goodness" (Roman Herzog), which addresses the need to provide gifted youth with financial aid to enable them to attend one of ten higher education institutions sponsoring gifted persons; (2) "It Is Essential To Start at an Early Age" (Joachim Gores), which describes a kindergarten that provides early intervention talent development; (3) "Talent Alone Is Not Enough" (Harald Wagner), which discusses the lack of educational services for gifted students and promotional models in schools; (4) "Basic Educational Questions" (Klaus K. Urban), which provides information on the definition of talent, the distinguishing features of highly gifted pupils, the possibilities of failing to recognize gifted pupils, and the role of the teacher; (5) "Motivation through Competition," which describes an association that develops and implements extramural measures to stimulate, identify, and promote gifted and interested young people; (6) "Unconventional but not Elitist" (Hermann Horstkotte), which discusses the benefits of private schools; (7) "The Joy of Achievement" (Hermann Horstkotte), which describes a private boarding school that combines social and

Education, describes current state policies on home schooling with particular attention to state requirements on home schooling for students with disabilities. Background information notes that home schooling is an exemption from compulsory school attendance and does not include home or hospital bound instruction necessitated by a physical or mental health-based inability to attend school and also that there are no federal requirements concerning home schooling. The report estimates that approximately 100,000 students with disabilities are home schooled. The implications of federal special education requirements under the Individuals with Disabilities Education Act are addressed, as are the written provisions pertaining to home schooling of students with disabilities in five states: Nevada, California, Pennsylvania, Colorado, and North Dakota. Issues specifically identified include access to special education services, "dual enrollment" options, graduation and diploma requirements, distance learning in charter schools, and inclusion of home schooled students in accountability systems. A detailed chart summarizes requirements by state and includes any specific home schooling statute, notice to public authorities of intention to home school, teacher requirements, testing requirements, and specific policies on students with disabilities. (DB)

ED 418 545 EC 306 354

Hutinger, Patricia; Bell, Carol; Beard, Marisa; Bond, Janet; Johanson, Joyce; Terry, Clare
The Early Childhood Emergent Literacy Technology Research Study. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Environment; Classroom Techniques; *Computer Assisted Instruction; *Computer Software; Curriculum Development; Data Collection; *Disabilities; *Emergent Literacy; *Instructional Effectiveness; Interactive Video; Interpersonal Competence; Preschool Education

This final report describes findings of a 3-year study on the effects of an Interactive Technology Literacy Curriculum (ITLC) on emergent literacy knowledge and abilities of children (ages 3 to 5) with mild to moderate disabilities. Using a case study approach, 16 preschool classes in four types of classrooms in West Central Illinois communities were studied using qualitative and quantitative data from the children, their families, and the staff. Classrooms were typed according to the teacher's technology experience: Type 1 had teachers just beginning to use technology; Type 2 had classroom teachers experienced in using technology and who used the ITLC during the first year; Type 3 teachers had technology available, carried out typical preschool activities, and served as a comparison group; and Type 4 comparison classes had classroom teachers who did not use technology. The ITLC was based on an emergent literacy approach and used software that included interactive literature-based commercial software, a software authoring system, software produced by other classes using the authoring system, and tool function software such as graphics and story-making. Results indicated that across experimental ITLC sites, children made significant gains not only in emergent literacy behaviors, including communication, but also elements of effective transition planning. The goals of a transition plan are defined and include the student's ability to: identify the impact of the illness on his or her life; determine what the impact of the illness may be in the particular postsecondary setting; and develop and implement strategies to minimize or alleviate this impact in order to increase the opportunity for success. The role of disability support services staff in helping prospective students identify how illness may impact the experience at that particular higher education institution and decide on appropriate accommodations is also discussed. Finally, factors that students should assess when choosing an institution are described and include assessing: the college's ability to meet academic needs, community services at the college's location, the college's ability to meet disability-related needs, health insurance coverage, and financial needs for education. Contains a list of organizational resources and a list of two publications that focus on postsecondary institutions and disability laws. (CR)

ED 418 563 EC 306 372

Family Violence & Sexual Assault Bulletin, 1997.
PUB DATE- 97
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Black Youth; *Child Abuse; *Coping; *Divorce; *Family Violence; Intervention; Legislation; Marital Instability; *Performance Factors; Program Effectiveness; Resilience (Personality); Resource Materials; *Sexual Abuse

These two issues contain reviews of legal/legislative issues, research and treatment issues, book and video materials, and on-line resources and websites relating to family violence and sexual assault. The first issue, contains "Empowering African American Children To Become Resilient: Early Success in Overcoming Violent Families and Communities (A. Leavelle Cox), a feature article that describes a study of 15 successful African American adults who found they felt empowered as children to set goals and to decide within themselves to separate early, both psychologically and physically from their hostile, chaotic, and violent environments. The second issue contains the following feature articles: "Helping Sexually Abused Children through Using Strengths and Resiliency Approaches" (Kim M. Anderson), which presents the strengths perspective in social work and the resiliency literature in developmental psychopathology as an alternative conceptual framework for practitioners working with sexually abused children; and "Domestic Violence as a Contributing Factor in Divorce: Perspectives of Divorcing Parents" (Frederick Buttell), which reports the results of a study of 155 divorcing parents that found the subjects reported a significant level of domestic violence as having occurred in their marital relationship and that these abusive behaviors led to their decision to divorce. (CR)

ED 418 564 EC 306 373

Sumar, Sonia
Yoga for the Special Child: A Therapeutic Approach for Infants

DESCRIPTORS- *Alphabets; Diachronic Linguistics; Foreign Countries; Geographic Distribution; Graphemes; Language Classification; *Language Patterns; *Language Variation; *Languages; *Orthographic Symbols; Sociolinguistics; Uncommonly Taught Languages; *Written Language

This survey of the world's written languages consists of a series of historical sketches of different languages, each including a table of signforms in their standard order and their variations, but focusing primarily on how the sounds of the language are represented in writing. A brief text in the language(s) the script is used for is also included, and for each script, the standard transliteration is shown. The book is organized into 13 parts, by writing system and chronology, and coincidentally by region, but not by language family. Part 1, "Grammatology" (Peter T. Daniels) discusses grammatology, the study of writing systems, the history of the study of writing, typology of writing systems and related topics. Part 2, "Ancient Near Eastern Writing Systems," includes "The First Civilizations" (Peter T. Daniels), "Anatolian Hieroglyphs" (H. Craig Melchert), "Aegean Scripts" (Emmett L. Bennett), and "Old Persian Cuneiform" (David D. Testen). Part 3, "Decipherment," includes "Methods of Decipherment" (Peter T. Daniels), "The Proto-Elamite Script" (Robert K. Englund), "The Indus Script" (Asko Parpola), "Maya and Other Mesoamerican Scripts" (Martha J. Macri), and "Rongorongo of Easter Island" (Macri). Part 4, "East Asian Writing Systems" includes "Early Chinese Writing" (William G. Boltz), "Modern Chinese Writing" (Victor H. Mair), "Japanese Writing" (Janet S. Smith), "Korean Writing" (Ross King), "Siniform Scripts of Inner Asia" ("Tangut" by E. I. Kychanov, and "Kitan and Jurchin" by Gyorgy Kara), "The Yi Script" (Dingxu Shi), and "Asian Calligraphy" (John Stevens). Part 5, "European Writing Systems" includes "Transmission of the Phoenician Script to the West" (Pierre Swiggers), "The Greek Alphabet" (Leslie Threatte), "The Anatolian Alphabets" (Swiggers and Wolfgang Jenniges), "The Coptic Alphabet" (Robert K. Ritner), and the "The Gothic Alphabet" (Ernst Ebbinghaus), "The Scripts of Italy" (Larissa Bonfante), "The Roman Alphabet" (Stan Knight), "The Runic Script" (Ralph W. V. Elliott), "Ogham" (Damian McManus), "The Slavic Alphabets" (Paul Cubberley), "The Armenian Alphabet" (Avedis K. Sanjian), and "The Georgian Alphabet" (Dee Ann Holisky). Part 6, "South Asian Writing Systems," includes "Brahmi and Kharoshti" (Richard G. Salomon), "The Devanagari Script" (William Bright), "Gujarati Writing" (P. J. Mistry), "The Gurmukhi Script" (Harjeet Singh Gill), "Bengali Writing" (Tista Bagchi), "Oriya Writing" (B. P. Mahapatra), "Sinhala Writing" (James W. Gair), "Kannada and Telugu Writing" (William Bright), "Malayalam Writing" (K. P. Mohanan), "Tamil Writing" (Sanford B. Steever), and "The Tibetan Script and Derivatives" (Leonard W. J. van der Kuijp). Part 7, "Southeast Asian Writing Systems" includes "The Spread of Brahmic Script into Souteast Asia" (Christopher Court), "Burmese Writing" (Julian K. Wheatley), "Thai and Lao Writing" (Anthony Diller), "Khmer Writing" (Eric Schiller), and "Insular Southeast Asian Scripts" (Joel C. Kuipers and Ray McDermott). Part 8, "Middle Eastern Writing Systems" includes "The Jewish Scripts" (Richard L. Goerwitz), "Aramaic Scripts for Aramaic Languages" (Daniels and Robert D. Hoberman), "Aramaic Scripts for Iranian Languages" (P. Oktor Skjaervo), "Aramaic Scripts for Altaic Languages (Kara), "Arabic Writing" (Thomas Bauer), "Dhivehi Writing" (James W. Gair and Bruce D. Cain), and "Ethiopic Writing" (Getatchew Haile). Part 9, "Scripts Invented in Modern Times" include "The Invention of Writing" (Daniels), "Cherokee Writing" (Janine Scancarelli), "Scripts of West Africa" (John Victor Singler), "The Cree Syllabary" (John D.

(San Ignacio de)

This book illustrates the history of language teaching and explores how theory has repeatedly been mistranslated into practice. First, it provides a tradition of language teaching that is communicatively oriented. The works of Guarino Guarini, a 15th century educator, and Ignatius of Loyola, a 16th century educational administrator, are examined as they wrote about the teaching of Latin. A discussion follows of how the tradition these innovators and theorists adhered to was broken by their followers. The writings of Comenius, a 17th century educational innovator who advocated teaching large numbers of children in the same classroom and who introduced illustrations into textbooks, are then examined, followed by a discussion of how his writings were a series of contradictions between his statements on how learning and teaching happen in theory and his recommendations for actual classroom practice. Finally, the book analyzes contemporary writings and exposes further inconsistencies between theory and practice. To conclude, the book suggests that as a discipline, language teaching has an apparent tradition of not conveying theory into practice and argues that this tradition can be broken. (JL)

ED 418 603   FL 025 188

Davidson, Fred; Lynch, Brian K.
A Criterion-Referenced Viewpoint on Standards/Cutscores in Language Testing.
PUB DATE- 98
NOTE- 54p.; Revised version of a paper presented at the Annual Meeting of the American Association for Applied Linguistics (Seattle, WA, March 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Criterion Referenced Tests; *English; Evaluation Criteria; Higher Education; Language Skills; *Language Tests; Plagiarism; *Second Languages; *Test Construction; Testing
IDENTIFIERS- *International English Language Testing System; *University of Illinois Urbana Champaign

"Standard" is distinguished from "criterion" as it is used in criterion-referenced testing. The former is argued to refer to the real-world cutpoint at which a decision is made based on a test's result (e.g., exemption from a special training program). The latter is a skill or set of skills to which a test is referenced. However, criteria can relate to standards using a layer or layers of mediating descriptive information such as benchmark or level descriptors. Examples of this relationship are shown in two language tests, the International English Language Testing System and an experimental test of avoidance of plagiarism used at the University of Illinois at Urbana-Champaign. Clarity, consensus, and communication among members of the test development team are seen as critical to the clear articulation of the relationship between criterion-referenced test and its corresponding real-world standard or cutpoint. Contains 17 references. (Author/MSE)

ED 418 604   FL 025 190

Koffi, Phil Yao
The Expansion and Integration of the Loanwords in the Togo Remnant Languages: An Approach Based on the Akebu Language.
PUB DATE- 98

mental health of women in math and science; job hunting; a sex bias suit against Ohio State University; 25 years after Title IX; sexuality and academic freedom; campus politics; reduction of date rape; women student leaders; a model mentoring program; the threat of restructuring; student unrest at Mount Holyoke College (Massachusetts); today's explosion in women's sports; retention of African-American faculty women; the "servant leadership" philosophy; revisions in science teaching; re-entry women students at Canadian universities; preparing student leaders; ethical decision making; distance education; a networking model of mentoring at Purdue University (Indiana); multiculturalism; organizational planning; standardized tests; sexual harassment; women in the power structure; tensions of women faculty in the classroom; universities as moral communities; and academic couples. (DB)

ED 418 624   HE 031 153

Duffy, Elizabeth A.; Goldberg, Idana
Crafting a Class: College Admissions and Financial Aid, 1955-1994.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, NY.
PUB DATE- 98
NOTE- 296p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Admission; Data Interpretation; *Enrollment Projections; Enrollment Trends; Higher Education; *Private Colleges; *School Demography; School Statistics; School Surveys; *Selective Admission; Single Sex Colleges; Small Colleges; *Student Financial Aid; Womens Education
IDENTIFIERS- Massachusetts; Ohio

This book traces the development of competitive admission and financial aid policies at a selected group of 16 liberal arts colleges in Ohio and Massachusetts over the period 1955 to 1994. Exploring the way institutional decisions reflect and respond to broad demographic, economic, political, and social forces, the book considers the challenges arising from dramatic fluctuations in applicant pools, decisions of powerful universities nearby to become coeducational, the impact of the civil rights movement, changes in the demographic profile of the college-age population, major shifts in federal financial aid policies, and changing recruitment modes. Numerous figures illustrate the many dimensions of the data. Part 1 covers enrollment pressures, the admissions process, and student quality in three chapters. Part 2, on responses to social forces, takes up the coeducation movement and minority recruitment. Part 3 discusses the evolution of financial aid in a chapter on the development of need-based aid and another on the growth of merit aid. A concluding section discusses implications for women's colleges, liberal arts colleges, independent colleges, private colleges, and small colleges. Appended are survey forms (covering admissions and first-year student profiles, financial aid information, undergraduate enrollment information, and competitor information) and a list of persons interviewed. (Contains approximately 140 references.) (BF)

ED 418 625   HE 031 154

Shils, Edward
The Order of Learning: Essays on the Contemporary University.
PUB DATE- 97

sources of further information. The programs covered are: Bridges to Work, Campus of Learners, Community Development Block Grant Program, Comprehensive Grant Program, Economic Development and Supportive Services Grant Program, Empowerment Zones/Enterprise Communities, Fair Housing Initiatives Program--Education and Outreach Initiative, Fair Housing Initiatives Program--Fair Housing Organizations Initiative, Family Investment Center, Family Self-Sufficiency, Historically Black Colleges and Universities, HOPE VI Urban Revitalization Demonstration, Housing Opportunities for Persons with AIDS, Moving to Work, Neighborhood Networks, Public and Indian Housing Drug Elimination Program, Public Housing Apprenticeship Demonstration in the Construction Trades and PH Operations, Research and Technology Activity, Step-Up, Supportive Housing, Technical Assistance for Troubled Public Housing Authority Recovery, Youth Apprenticeship Program, and Youth Development Initiative. An appendix provides brief descriptions of additional programs under the Office of University Partnerships or other departments. (DB)

ED 418 645 HE 031 174

Huang, Jianyi
Chinese Students and Scholars in American Higher Education.
PUB DATE- 97
NOTE- 136p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Academic Achievement; Adjustment (to Environment); *Chinese; *Cognitive Style; Cultural Influences; *English (Second Language); Foreign Nationals; *Foreign Students; Higher Education; *Individual Development; International Educational Exchange; Learning Modalities; Student Adjustment
IDENTIFIERS- *Chinese People

This book discusses the experiences of Chinese students and scholars in the United States including their educational backgrounds, their English study and proficiency, and their academic performance, activities, and achievements. It also considers cognitive, learning, and thinking styles of these students and scholars as well as their personal experiences as they adjust to life in the United States. Case examples illustrate the patterns and problems identified. The first chapter looks at students' and scholars' goals, their prior education, and introduces the situations of six individuals. The second chapter focuses on students' English study including English study in China, a comparison of English and Chinese, and English study in the United States. The experiences of the six individuals concerning English study are recounted. Chapter 3 looks at the academic performance and other activities of these students and scholars and again uses the experiences of the six individuals as examples. Chapter 4 is on cognitive, learning, and thinking styles. It reviews the research and discusses specific cognitive styles in Chinese and American individuals. In the final chapter the personal experiences and feelings of the six individuals and their family members as they adjusted to living in the United States are recounted. (Contains approximately 150 references.) (DB)

ED 418 646 HE 031 175

Hodge, Bonnie M., Ed.; Preston-Sabin, Jennie, Ed.
Accommodations--Or Just Good Teaching? Strategies for Teaching College Students with Disabilities.

research and synthesizing findings from pertinent research studies into an integrative overview. Specific techniques for constructing such a literature review are noted, including the basic rules of the Publication Manual of the American Psychological Association (APA). Three appendixes provide a profile of EIS, the EIS professional development seminar series schedule, and a brief guide for APA writing style. (Contains 11 references.) (MDM)

ED 418 665 HE 031 194

Belcheir, Marcia J.
What Faculty, Students, and Alumni Think About the General Education Core.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alumni; *College Faculty; *College Students; *Core Curriculum; *Educational Attitudes; Higher Education; Relevance (Education); State Universities; *Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Boise State University ID; Faculty Attitudes

This study examined what faculty, alumni, and current students at Boise State University (BSU) in Idaho thought about the core curriculum and how well it met stated goals. On addition, comparisons are offered between BSU students and students at a sample of other four-year institutions. Faculty, alumni, and student surveys were conducted in 1996 and 1997. The study found that faculty were generally positive about the core curriculum, with only 10 percent indicating that the core was a waste of time. Nearly 70 percent of recent alumni indicated that the core courses they took were valuable beyond college. Both faculty and alumni agreed that the core was best at providing introductions to content outside their major subject areas, and was least helpful in giving students a better understanding of the issues involved in citizenship. Nearly two-thirds of alumni thought that the core courses helped them to develop their critical thinking skills. About half of BSU undergraduates thought the core helped them become more independent and self-directed learners and to think about their majors in the context of a larger world view. Responses, overall, differed little from the responses of students at other institutions across the country. (MDM)

ED 418 666 HE 031 195

Grayson, J. Paul
Comparative First Year Experiences at York University: Science, Arts, and Atkinson.
PUB DATE- 94
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *College Freshmen; Commuter Colleges; Educational Attitudes; *Educational Experience; *Evening Students; Foreign Countries; Higher Education; Knowledge Level; Liberal Arts; *Majors (Students); School Involvement; Sciences; *Student Attitudes; Teacher Student Relationship
IDENTIFIERS- *York University ON

This study compared the experiences of first-year students in

DESCRIPTORS- *Communication Research; *Computer Mediated Communication; Discussion; Distance Education; Educational Strategies; Higher Education; Interaction; Interaction Process Analysis; *Personality; *Student Participation; Undergraduate Students
IDENTIFIERS- *Face to Face Communication

This study evaluated the relationship between psychological traits of campus-based undergraduate students and their preference for face-to-face (FtF) or computer-mediated communications (CMC), investigating the validity of transferring CMC instructional strategies from distance education to traditional classrooms. Thirty-eight students (80%) of the total class of 46 students were enrolled in a Bachelor of Science in a Nursing program. Statistically significant correlations among the 19 criterion and predictor variables indicated that CMC options within this campus-based course primarily benefited those students who had higher participation rates in traditional FtF academic discussions. The underlying premise of the study, that campus-based students would show a pattern of CMC use that was different from projections that were extrapolated from the distance education literature, was upheld by the data. Students who used class and office time to talk about education-related concerns were the same individuals who used CMC in the course, while students who tended not to participate in FtF communication also tended not to use CMC for educational purposes. Patterns of communication activity for students in this class were more strongly predicted by relatively enduring personal traits of the learners than by the availability of course credit and computing equipment, even when there was strong encouragement for using CMC as a substitute for FtF interactions. Recommendations are provided. (Contains 17 references.) (SWC)

ED 418 685 IR 018 723

Harris, Judi
Design Tools for the Internet-Supported Classroom.
PUB DATE- 98
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adoption (Ideas); Computer Uses in Education; *Curriculum Development; Educational Cooperation; *Educational Technology; Elementary Secondary Education; Faculty Development; Inservice Teacher Education; *Instructional Design; *Internet; Online Searching; Online Systems; Public Schools; Research Tools; Teacher Role
IDENTIFIERS- Electronic Resources; Technology Integration; *Telecomputing

This book offers staff development professionals a resource for helping K-12 educators create curriculum-based online activities. The five chapters are as follows: (1) "Teachers as Instructional Designers" including telecomputing tools and a models approach to instructional design including the chronology of adoption and formats for professional development; (2) "What Research Reveals About Teachers and Innovations" including purposes for searching and processing of Internet information; (3) "Eighteen Activity Structures for Telecomputing Projects" including interpersonal exchange, information collection and analysis, and problem solving; (4)

(YLB)

ED 418 227 CE 076 000

Aaronson, Judith; Klosterman-Lang, Penny
Parenting Skills through Children's Literature in Family Support Centers: Adaptation of Existing Curriculum.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 97
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Child Development; Child Rearing; *Childrens Literature; Curriculum Development; Parent Child Relationship; *Parent Education; Parent Materials; Parent Role; *Parenting Skills; Program Development; Stress Management
IDENTIFIERS- 353 Project

This project delivered traditional parenting skills to participants at area family centers through reading and critically examining issues raised in children's literature. Recruitment efforts were unsuccessful at two Arsenal Family Centers; sufficient participants were recruited at the Providence Family Support Center where the 16-week course was taught. After the group and facilitator conducted an informal assessment of need, the decision that the group made was to function as a support group allowing for open enrollment. The group was not mandatory for participants; therefore, attendance for each participant was not on an ongoing basis. Weekly door prizes and the children's books served as an incentive for participation. Following the original curriculum, each lesson included the reading aloud of a children's book, a writing activity, and questions for discussion. In this adaptation, the project added other topics such as children's development issues, stress management for parents, discipline, and talking to children about death, divorce, and loss. The course culminated with a party and recognition ceremony for participants. Participants' written and verbal evaluations indicated the sessions helped them become more aware of parent/child issues. They reported feeling their involvement in the class was worthwhile. (Appendixes include the adapted curriculum guide, evaluation comments, recruitment flyer, and supplemental materials.) (YLB)

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Employee Responsibility; *Employer Employee Relationship; Federal Government; Futures (of Society); Inplant Programs; Local Government; *Organizational Change; *Organizational Development; *Participative Decision Making; State Government; Teamwork; Total Quality Management; *Unions; *Work Environment

The 11 chapters in this book focus on "The New American Workplace" and assess its adequacy or inadequacy as a guide for the U.S. labor movement in relation to new work systems. "Unions and Workplace Reorganization" (Bruce Nissen) introduces the subject. "The New American Workplace: A Labor Perspective" (AFL-CIO Committee on the Evolution of Work, 1994) reprints this consensus document. "The New American Workplace: Big Deal or Too Little, Too Late?" (Adrienne E. Eaton) places the AFL-CIO document in a comparative international context. "Worker Democracy and Employee Involvement Plans" (Jim Grattan) places workplace change within the context of a democratic society professing to extend democratic processes to every aspect of its life. "Identity Crisis: Unions in the Workplace of the Future" (Peter Downs) evaluates the document from the perspective of the author's experiences as a worker for General Motors. "Participating in Labor-Management Initiatives To Build the Union" (Maureen Sheahan) asserts that independent union participation is the only workable approach. "Workplace Education and Labor-Management Cooperation in Small- and Medium-Sized Urban Manufacturing" (Mae M. Ngai) contends the AFL-CIO is still wedded to conventional industrial relations practice without a proactive strategy of its own. "Reinventing the Federal Government: Forging New Labor-Management Partnerships for the 1990s" (Edward L. Suntrup, Darold T. Barnum) considers workplace change in the federal government. "Labor-Management Partnerships in State and Local Governments" (Lee Balliet) asserts that chances for union-management partnerships are better in the public sector than they are in the private sector. "New Unionism and the Workplace of the Future" (Peter Lazes, Jane Savage) suggests the document does not go far or deep enough in showing the way to implement partnerships and workplace reorganization as a union strategy. "Advancing Unionism on the New Terrain" (Mike Parker, Jane Slaughter) presents a highly critical view of certain aspects of the document which the authors believe deepens confusions within the labor movement. Appendixes include a list of contributors and index. (YLB) that its strategies are appropriate for older workers. (Seventeen tables/figures are included. Contains 27 references. Appended are a graph and table detailing U.S. population increases and ages in 1965-2015 and estimating the labor force activity of mature and older workers.) (MN)

ED 418 266 CE 076 190

Tableau de Bord, 1996. Follow-up to the Conclusions of the Essen European Council on Employment Policies.
PUB DATE- 96
NOTE- 182p.; "Tableau de Bord" is translated in the document as "Synoptic Table."
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Apprenticeships; Change Strategies; Education Work Relationship; Educational Change; Educational Opportunities; *Educational Policy; *Employment Practices; Employment Programs; Equal Education; Flexible Working Hours; Foreign Countries; Government School Relationship; Job Training; *Labor Market; Lifelong Learning; Minimum Wage Legislation; Postsecondary Education; Private Sector; *Public Policy; Recruitment; Retraining; School Business Relationship; Secondary Education; Systems Approach; *Unemployment; *Vocational Education; Youth Employment
IDENTIFIERS- *European Union; Information Society

This document presents an overview of the principal labor market measures taken by the 15 member states of the European Union since the publication of the 1995 overview. In each section, individual countries' actions are discussed separately, with code letters indicating the country name. The following topics are among those discussed in the section on vocational training: improving education and training systems (development of policies, decentralization, social partners, private sector, quality, equal opportunities in vocational training); promotion of lifelong learning (promoting access to training, recognizing informal training or work experience); and adapting to change (identifying skill needs, orienting training toward the information society). Examined next are the following aspects of increasing the employment-intensiveness of growth: external flexibility (probationary periods, individual and mass redundancy, fixed-term contracts, retirement and early retirement); flexible work hours (work sharing, part-time contracts, short-time working, partial retirement, family and education leave); incomes policy (minimum wage, wage negotiation, wage restraints); and promotion of initiatives. General and targeted reductions of statutory contributions to lower labor costs and encourage recruitment are detailed along with active and passive measures to improve the effectiveness of labor market policy. Concluding the document is a section outlining measures to help the following groups particularly hard hit by unemployment: the young; the long-term unemployed; older workers; and women and minorities. (MN)

Current Trends" (Eugenia Date-Bath); "The Role of Employers' Organizations and Other Bodies in the Promotion of Gender Equality in Employment: The Case of Malaysia" (Yoke Wan Lee); and "Concluding Observations" (Eugenia Date-Bah). Appended is a list of the 16 published books, articles, and manuscripts; 22 working papers, and 4 organized seminars/workshops resulting from the International Labor Organization's Interdepartmental Project on Equality for Women in Employment. Some papers include substantial bibliographies. (MN)

ED 418 285   CE 076 215

Mink, Gwendolyn
Welfare's End.
PUB DATE- 98
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Caregivers; Economic Change; *Employed Women; Family Life; Family Work Relationship; Federal Legislation; Feminism; Mothers; *Policy Formation; Position Papers; Poverty; *Public Policy; Salary Wage Differentials; Sex Differences; Sex Fairness; Social Change; State Legislation; State Programs; Trend Analysis; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *Personal Responsibility and Work Opp Recon Act; Social Security Act; *Welfare Reform; Welfare to Work Programs

During the 1920s, progressive women activists invented welfare to help mothers and their children survive when breadwinning fathers either died or abandoned their families. During the 1930s, the local mothers' pension programs of the Progressive Era became part of the emerging national welfare state, which was conceived to relieve poor single mothers of the necessity of wage earning and allow them to engage in full-time care of their children. Over the years, welfare was viewed less as an alternative to wages and more as a safety net for mothers when wages are not available to them. Across the decades, a principal aim of welfare fixes has been to restore the system's moral levers, and the question of how to induce poor single mothers to conform to patriarchal conventions has been a recurrent theme in legislative debates over welfare policy. The 1996 Personal Responsibility and Work Opportunity Act ended welfare by withdrawing the Social Security Act's promise of economic assistance to poor caregivers and their children. The Personal Responsibility Act is more intrusive and patriarchal than any previous national welfare policy. Its provisions repudiate single mothers' caregiving work and impose mandatory work requirements without creating jobs. (Contains 325 chapter endnotes.) (MN) arrangements for initial training; and arrangements for continuing training, teacher training, and adult training. Chapter 3 indicates where responsibilities for administering the system are located, including the influence of the social partners, and presents information on the financing system. Chapter 4 provides an indication of present trends and developments, including how far the system has been, or would be, influenced by European Community considerations, such as the following: creation of the single European market, mutual recognition of qualifications, the intervention of the Structural Funds, and the Community's education and training programs. Appendixes contain 23 references and the following: list of acronyms and abbreviated titles; major organizations involved in providing or regulating vocational training; and glossary. (YLB)

ED 418 305   CE 076 246

Quero, Manuel Lopez; Elorriaga y Uzquiano, Francisco Javier Lopez; Reyes, Julian Blanco; Lausin, Felix Garcia; Lopez, Felix Martinez; Rodriguez, Ines Touza
Vocational Education and Training in Spain.
PUB DATE- 96
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Educational Administration; Educational Development; *Educational Finance; *Educational Trends; Foreign Countries; *Job Training; Postsecondary Education; Secondary Education; *Teacher Education; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Spain

This document describes the vocational education and training system in Spain, beginning in chapter 1 with the administrative, demographic, and economic background in which the training system exists. Chapter 2 provides a brief historical review of the development of the training systems; discusses regulated vocational education and training; presents the law governing the general regulation of the education system (LOGSE, 1990); and covers occupational training. Chapter 3 provides information about Spain's Ministry of Education and Science; funding agencies; and vocational training levy. Chapter 4 provides an indication of present trends and developments; the impact of European Community vocational training programs in Spain; and information pertaining to conclusions and possible solutions. Appendixes contain 30 references and the following: list of acronyms and abbreviated titles; principal agencies involved in provision or regulation of vocational training; glossary; principal acts of legislation impacting on vocational training and the anticipation of the reforms; and an article on change in the system (Julio S. Fierro). (YLB)

total, 2,349 seventh-grade students participated in the survey administered in spring 1997 after one full year of school-to-work (STW) regional funding. Students represented 105 schools in all 15 counties across the 13 state-funded partnerships. Students were drawn from English or other general studies classes rather than classes with a vocational or STW emphasis. Statistical analyses were conducted to examine whether responses to each of the 14 questions differed by gender, ethnicity, and partnership. Findings indicated that 54.1 percent of seventh graders had at least some idea of the job or career they want in the future; 32.9 percent had a definite idea of what they want to do. Over half of all students--on at least one occasion--participated in 5 of the 10 career awareness and exploration activities assessed. Most often, student had speakers in their classrooms to talk about careers; least often, students participated in a career fair. Over 91 percent of students who had participated in 5 or more activities had some idea of their career interests. Only 40 percent said someone from school had talked to them individually about career interests. Some students did not believe that all jobs were appropriate for both sexes. Stereotypical views appeared to be held predominantly by young men. (YLB)

Secondary Education; Student Adjustment; Two Year Colleges

The U.S. problem of youth passing through school without a clear educational purpose has been compounded in the South by a variety of factors. Ways in which these transitions can be smoothed are reported in this paper. All children are capable of academic success, including some level of post-secondary education. The chances for realizing such success are much greater if young people experience education as a "seamless" path rather than a series of bumpy transitions. Chapter 1 "The Challenge," lays out the moral and economic challenges that require a shift in current approaches and entailing a push for academic achievement for all. Chapter 2, "Moving Toward Collective Responsibility," puts forward an overview of the special role of middle schools and community colleges. Chapter 3, "Pieces of the Puzzle," discusses the fundamental elements required of schools and colleges if they are to provide a seamless path, particularly for disadvantaged young people. Model approaches are described as seeds for crafting local approaches. Chapter 4, "Tying It All Together," offers insights from people who have initiated efforts at school change and it discusses lessons from other community-wide educational partnerships. Appendices include a resource list, selected sources, and Project Step: Outreach Services Model. (EMK)

for Divorcing Parents," R. L. Fischer; (4) "Children Denied Two Parents," L. F. Fields, B. W. Mussetter, G. T. Powers; (5) "An Evaluation of the New Hampshire Child Support Guidelines," W. L. Ellis; (6) "Noncustodial Fatherhood," K. Kissman; (7) "Why Do Fathers Become Disengaged from Their Children' Lives?" C. Lewis, Z. Maka, A. Papacosta; (8) "Post-Divorce Father Custody," S. T. Olivas, C. D. Stoltenberg; (9) "Stigma, Identity Dissonance, and the Nonresidential Mother," G. M. Babcock; (10) "The Relation of State-Anger to Self-Esteem," S. Dreman, C. Spielberger, O. Darzi; (11) "Tendency to Stigmatize Lesbian Mothers in Custody Cases," K. A. Causey, C. Duran-Aydintug; (12) "Young People's Attitudes Toward Living in a Lesbian Family," F. Tasker, S. Golombok; and (13) "Grandparent Involvement Following Divorce," J. M. Hilton, D. P. Macari. (MKA)

ED 418 362 CG 028 392

Alcohol and Health. Ninth Special Report to the U.S. Congress from the Secretary of Health and Human Services.
PUB DATE- 97
NOTE- 457p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Alcohol Abuse; *Alcoholism; Behavior; Child Development; *Drinking; Economic Factors; *Fetal Alcohol Syndrome; *Health; Health Services; Literature Reviews; Mental Health; Neurology; Physical Health; Prenatal Influences; Prevention; Safety

This report provides current information on the health consequences of using alcoholic beverages and a description on current research findings on alcohol abuse and alcoholism. The focus is on research advances since September, 1993. The chapters are as follows: (1) "Epidemiology of Alcohol Use and Alcohol-Related Consequences"; (2) "Genetic, Psychological, and Sociocultural Influences on Alcohol Use and Abuse"; (3) "Actions of Alcohol on the Brain"; (4) "Neurobehavioral Effects of Alcohol Consumption"; (5) "Effects of Alcohol on Health and Body Systems"; (6) "Effects of Alcohol on Fetal and Postnatal Development"; (7) "Effects of Alcohol on Behavior and Safety"; (8) "Economic Aspects of Alcohol Use and Alcohol-Related Problems"; (9) "Prevention of Alcohol Problems"; (10) "Treatment of Alcoholism and Related Problems"; and (11) "Alcohol Health Services Research." Each chapter includes an extensive bibliography. (MKA)

NOTE- 43p.; Paper presented at the SUNY-Geneseo Annual Reading and Literacy Research Symposium (Geneseo, NY, May 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Learning Processes; Middle Schools; Qualitative Research; *Reading Instruction; Reading Research; *Reading Strategies; Tables (Data); Teacher Surveys
IDENTIFIERS- *Expository Text; *Graphic Organizers; New York (West)

A study investigated the use of graphic organizers in classrooms--specifically examined was the use of graphic organizers as visual and organizational tools to facilitate student comprehension of expository text. Subjects consisted of 107 kindergarten through eighth-grade teachers (both regular and special educators) teaching in rural and urban districts in western New York. For organizational purposes, subjects were grouped into three categories: primary (K-2); intermediate (3-5); and middle (6-8). Teachers were surveyed regarding the use of graphic organizers; more in-depth interviews were conducted with six teachers. Findings of both the survey and the interview show that many teachers do not grade their students' graphic organizers. Teachers do find that graphic organizers improve their presentation of materials; 90.2% of respondents indicated that their instruction was improved through the use of graphic organizers. Based on the survey and interview results, graphic organizers are being used in many classrooms, across grade levels, to facilitate the learning of expository text. Results also indicated that most teachers complete graphic organizers with their students, instead of completing them alone and presenting them to the students. Teachers feel that use of graphic organizers increases student comprehension of text, and that students were more engaged in learning when they participated in the completion of graphic organizers. Graphic organizers most commonly employed used shapes to provide a visual representation of the main points presented in the expository text. (Contains 30 references; appendixes present survey and interview sample forms and also survey and interview results and data tables.) (NKA)

DESCRIPTORS- Basic Skills; *Community Involvement; *Cooperative Learning; *Functional Literacy; *Illiteracy; Literacy Education; Nonprofit Organizations; Program Descriptions; *Urban Areas
IDENTIFIERS- Community Based Education; *Houston READ Commission TX

This document offers an overview of the Houston READ Commission (HRC), a nonprofit urban literacy coalition created by the Mayor and City Council in the Greater Houston area. It describes how the coalition of community organizations first came together in 1988, in response to a survey's finding that there are over one million functionally illiterate adults in the Houston area. The partnership of teachers, facilitators, administrative and program staff, and volunteers views community-based education as the key to a literate community and that collaborative learning provides the foundation for community-based education. In 1995 the Houston READ Commission, with its 96 partner agencies, was the largest urban literacy coalition in the United States. Collaboration, goals, and highlights of HRC milestones are discussed. (NKA)

ED 418 401 CS 013 177

Houston READ Commission Programs & Services.
PUB DATE- 97
NOTE- 13p.; For related materials, see CS 013 176-178.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Community Involvement; *Cooperative Learning; *Functional Literacy; *Illiteracy; Literacy Education; Nonprofit Organizations; Program Descriptions; Teacher Education; *Urban Areas
IDENTIFIERS- Community Based Education; *Houston READ Commission TX; Service Providers; Speakers Bureaus

This document describes the programs and services offered by the Houston READ Commission (HRC), a nonprofit urban literacy coalition created by the Mayor and City Council of the Greater Houston area. After highlighting what HRC provides for the community, the document provides brief descriptions of general programs and services, talks about the Speaker's Bureau and Community Awareness Team, describes the Teacher Training Institute, and lists facts, figures, and other information about the various Learning Centers and Special Programs. (NKA)

(Contains three tables of data, three figures, 20 references; the journal prompt as a letter and 13 student profile sheets are appended.) (Author/CR)

ED 418 424 CS 216 314

Matthews, Paul
Sing Me the Creation: A Sourcebook for Poets and Teachers, and for All Who Wish To Develop the Life of the Imagination.
PUB DATE- 94
NOTE- 220p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Creative Writing; Elementary Secondary Education; *Games; Group Instruction; *Imagination; *Poetry; *Writing Exercises; Writing Skills; *Writing Strategies
IDENTIFIERS- Idea Generation; Writing Motivation

This resource book contains over 300 exercises and games for individual and group work in creative writing. Though the book's exercises are intended for group work with adults, teachers of children will encounter many new ideas for the classroom, and individuals working alone will have no difficulty adapting the exercises to their needs. The exercises are designed to develop the individual's and the group's imagination, they are not meant as self-help instruction exercises. Following an introduction which tells how to use the book, gives permission to break the rules, offers suggestions for group practice, and describes the structure of the book, the exercises are grouped under the following broad sections: The Statement; The Question; The Exclamation; The Command; The Hearth; and The Quintessence. (NKA)

PUB DATE- 97
NOTE- 36p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Higher Education; *Instructional Innovation; *Introductory Courses; *Public Speaking; Student Development; Teaching Methods; *Writing (Composition); Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- *Speech Writing

Scholars in the communications field rarely have discussed speech composition, and this conversation is long overdue. Reconceptualizing the basic course as advanced composition can enhance the integrity and reputation of the course. Several noteworthy implications emerge that suggest the desirability of operationalizing such a conception, including: improved instruction; better training and development of instructors (with results extending beyond what they might do in the classroom); and more favorable regard by students, by colleagues in and out of the department, as well as by administrators. The various implications reveal that it would be prudent to align instruction in public speaking with this very valid conception. It can help build a viable, healthy vision of the basic course that will carry scholars onward and upward with a force rarely seen. (Contains 45 references; a sample assignment is appended.) (Author/CR)

change; and facing the school public relations challenges inherent in school choice. The final part outlines ways to assess a communication program, including the various approaches and strategies in this process. (Contains a list of further readings and includes an index.) (RJM)

ED 418 468   EA 028 924

Bracey, Gerald W.
The Truth about America's Schools: The Bracey Reports, 1991-97.
PUB DATE- 97
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Educational Assessment; *Educational Quality; *Educational Research; Elementary Secondary Education; Outcomes of Education; Program Effectiveness; *Public Education; *Public Schools; School Statistics
IDENTIFIERS- Bracey Reports

In 1991, the first data-based analysis of the condition of public education was published, countering a prevalent view that the U.S. education system was verging on collapse. Subsequent reports followed, seven of which appear here. The reports contend that schools are about as effective as they have even been--although the population they serve has become harder to educate. Drawing on achievement test scores, international comparisons, how schools compare to other social institutions, and international competitiveness, the text shows how U.S. schools are holding their own. It explores media reports and the decided role that politics plays when discussing educational reform. Each of the reports here draws on extensive data, which are then used to explore the conditions of schools in the United States. For example, it scrutinizes claims that falling SAT scores indicate the poor condition of education and it shows that the purported decline in scores is misleading. The text also looks at the effects of poverty on education, the results of inequitable school financing, and the frequency of negative reports about schools, many of which, it claims, are not based in fact. (RJM)

Critical Issues in State-Local Fiscal Policy: Sorting Out State and Local Responsibilities.

PUB DATE- 97

NOTE- 26p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Case Studies; Educational Finance; Elementary Secondary Education; *Government Role; Local Government; *Policy Formation; State Government; Strategic Planning

The United States is undergoing a transition as state governments reclaim responsibilities that the federal government had assumed earlier in the century. Sorting out which governmental body should take charge of various services is the subject of this report. It focuses on two critical issues in the relationship between state and local governments: which level of government should finance services, and which level of government should deliver those services. Delegating governmental responsibilities presumes that a more fundamental question has been answered--whether government should provide the service at all--has been considered and answered affirmatively. The following five principles constitute a framework for sorting out responsibilities between state and local governments: (1) provide the clearest possible separation of responsibility between state and local governments; (2) assign program responsibility to the lowest possible level of government unless there is an important reason to do otherwise; (3) consider the fiscal effects of state mandates on local governments; (4) assume state responsibility for programs where uniformity or statewide benefits will result; and (5) provide state financial assistance to local governments that have the lowest capacity to raise their own revenue. Case studies are included to illustrate each principle. Principle 1 covers "The Special Case of Education" (p.5). (RJM)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Dropouts; Elementary Secondary Education; Public Education; *Public Schools; *School Demography; School District Size; *School Statistics; *Statistical Data; Student Characteristics; Tables (Data)

The Public Elementary/Secondary School Universe Survey and Public Education Agency Survey are annual state-level collections of information about the numbers and types of public schools and education agencies, the numbers and selected characteristics of students, and dropout rates. This report summarizes statistics from each of the surveys, which are part of the Common Core of Data (CCD) collection of the National Center for Education Statistics (NCES). The data provide an overview of public elementary and secondary schools and school districts for the academic year 1995-96. The report provides information on the following: the types of public schools; schools and community size; enrollment for primary, middle, and high schools; school-district grade spans; school district size; and student characteristics. Technical notes and key terms are included. Seven tables are included. (RJM)

formal education; (8) "Eton-on-Elbe" (Clemens Caspary), which highlights a European school that seeks to teach pupils how to combine social commitment with leadership qualities; (9) "Screening the Masses" (Imke Henkel), which discusses how private universities are selecting their students; and (10) "Average Mark or Interview?" (Klaus Michael Miebach), which describes a legislative bill that proposes that universities be given the right to select up to 20 percent of the students wishing to follow courses of study in nationwide admission-restricted subjects. (CR) in positive interactions. Appended are the research instruments and the coding system used. (Contains 47 references.) (DB)

ED 418 546 EC 306 355

Gaillard, Lynda; Butler, Linda S.
Factors Affecting Utilization of Early Intervention Services.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Clinical Diagnosis; *Developmental Disabilities; Early Childhood Education; Early Identification; *Early Intervention; Infants; *Parent Attitudes; *Parent Counseling; *Socioeconomic Influences; Surveys; Young Children
IDENTIFIERS- *Service Utilization

This study investigated the utilization of early intervention services by 102 children (ages 2 to 72 months) and families seen for assessment at a diagnostic clinic in Portland, Maine. Surveys completed by subjects' case managers assessed whether recommended early intervention services were received and reasons why recommended services were not received. The study found that, overall, 70 percent of recommended services were received. Of the services not received, parent counseling was implemented significantly less often than other services. Sociodemographic factors did not discriminate service utilizers from non-utilizers overall, nor did the quantity of recommendations. Of services not obtained, family refusal was the most frequently reported barrier to utilization. Concerning the recommendation for parent counseling, families who received "strong" recommendations for counseling were more likely to receive services than families who received moderate or weak recommendations. Families with low incomes were more likely to access recommended counseling services. (Contains 10 references.) (Author/DB)

and Children with Down Syndrome, Cerebral Palsy, and Learning Disabilities.
PUB DATE- 98
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Translations (170)
DESCRIPTORS- *Adapted Physical Education; Cerebral Palsy; *Disabilities; Downs Syndrome; *Early Intervention; *Exercise; Infants; *Learning Disabilities; Physical Activities; Physical Therapy; Toddlers; Young Children
IDENTIFIERS- *Yoga

This guide by a yoga instructor and mother of a child with Down Syndrome is intended to provide specific instructions on the use of yoga with infants and young children having Down Syndrome, cerebral palsy, or learning disabilities. Part 1 contains narratives on the use of yoga including the story of Roberta, the author's daughter, and other case histories and testimonials. Part 2 presents a handbook for using yoga with the special child. Chapters cover: (1) basic principles of yoga, (2) the early stages of development and a questionnaire for parents of yoga students, (3) the preparatory stages of early intervention (birth to 6 months), (4) the inductive stage, initiating "asanas" (6 months to 1 year), (5) the interactive stage, boosting the level of participation (1 to 2 years), (6) the imitative stage, developing independence (2 to 3 years), and (7) teaching group classes (ages 3 and up). These chapters typically provide detailed step-by-step instructions and illustrations for teaching specific exercises and yoga positions. A glossary is also provided. (DB)

Nichols), "Scripts for Munda Languages" (Norman Zide), and "The Pahawh Hmong Script" (Martha Ratliff). Part 10, "Use and Adaptation of Scripts," includes "A Functional Classification" (John Mountford), "Adaptations of the Roman Alphabet" (Edward Tuttle), "Adaptations of the Cyrillic Alphabet" (Bernard Comrie), and "Adaptations of Arabic Script: (Alan S. Kaye). Part 11, "Sociolinguistics and Scripts," includes "Germany:

ED 418 583 FL 025 024

Delany-Barmann, Gloria
United States Native Spanish Speakers and Their Spanish Language Education: Needs, Attitudes, and Characteristics.
PUB DATE- 97
NOTE- 216p.; Ed.D. Dissertation, Northern Arizona University.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Communication Apprehension; Community Colleges; Educational Attitudes; *Educational Needs; *Family Environment; Family Influence; *Language Attitudes; *Language Role; Language Skills; Language Usage; *Native Language Instruction; Native Speakers; *Spanish Speaking; Student Attitudes; Two Year College Students; Two Year Colleges
IDENTIFIERS- Arizona

A doctoral dissertation describes the needs, attitudes, and characteristics of 82 bilingual native speakers of Spanish in Arizona, most community college students, concerning their Spanish language education. Data were gathered using a survey, 14 interviews, observation in classroom and home environments, and four case studies. Results indicate the subjects placed high value on the Spanish language and the importance of maintaining and continuing to learn Spanish. Although many were comfortable using Spanish at home, their comfort level declined when using Spanish outside the home. Subjects raised in Spanish-speaking homes indicated a desire to study Spanish with other native speakers. These individuals also self-assessed higher in all four language skill areas (listening, speaking, reading, writing) and in confidence in using Spanish. All participants rated the skills' importance in the same order. The majority of those raised in Spanish-speaking homes felt equally competent in Spanish and English, while only 20 percent of others felt so. The role of family, especially the grandmother, in transmission of language was found to be extremely important. It is concluded that the optimal Spanish-for-Native-Speakers program should encourage continued home language acquisition and maintenance in home, community, and academic settings. Contains 72 references. (Author/MSE)

NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *African Languages; Descriptive Linguistics; *Diachronic Linguistics; English; Foreign Countries; French; Grammar; *Linguistic Borrowing; *Semantics; Structural Analysis (Linguistics); Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- *Kebu; *Language Contact

A study suggests that the nature of linguistic borrowing in a group of 14 African languages termed Togo remnant languages--Basila, Lelemie (Buem), Aogba, Adele, Likpe, Santrokofi, Akpafu-Lolobi, Avatime, Nyangbo-Tafi, Bowili, Aklo, Kposo, Kebu, Animere--is similar to that of the Akebu language. Analysis focuses on the origins and itineraries of loan words and their integration into daily linguistic repertoire, based on the example of Akebu and beginning with a look at the various levels of daily life in the speech community where the loan words generally occur. In Akebu, most of the words relate to technical innovations in household activities, agricultural implements, clothing, urban life, employment, rituals, and other social activities, and many of these are from English; loan words concerning local administration and school-related issues are derived from French. Words derived from the Akan speech family and Ewe are also analyzed. Processes occurring in the grammatical integration of loan words into the language are also discussed. (MSE)

NOTE- 376p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Freedom; Educational History; *Government School Relationship; Higher Education; Institutional Autonomy; *Research Universities; *Role of Education; Sociology

The 14 essays in this book, written from 1938 through 1995, examine the modern research university, focusing on the relationship of these institutions to government, academic freedom, and the responsibilities of the academic profession. The book contends that the university has been deflected from its essential commitment to teaching, learning, and research; and that universities have been distracted and damaged by undue pressures from government, the fads sweeping some faculties and student bodies, and an increasing involvement with ephemeral questions. The essays are: (1) "The Order of Learning in the United States from 1865 to 1920: The Ascendancy of the Universities"; (2) "Universities Since 1900: A Historical Perspective"; (3) "The Services of Society and the Advancement of Learning in the Twenty-First Century"; (4) "The Academic Ethos Under Strain"; (5) "The American Private University"; (6) "Governments and Universities"; (7) "Dreams of Plenitude, Nightmares of Scarcity"; (8) "Academic Freedom"; (9) "Academic Freedom and Permanent Tenure"; (10) "Limitations on the Freedom of Research and Teaching in the Social Sciences"; (11) "The Criteria of Academic Appointment" (12) "The Invitation to Caesar"; (13) "The Confidentiality and Anonymity of Assessment"; and (14) "The University: A Backward Glance." A bibliography of the published works of Edward Shils is also included. (Individual essays contain references.) (DB)

SPONS. AGENCY- National Association for Developmental Education.
PUB DATE- 97
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attention Deficit Disorders; Behavior Disorders; Blindness; *Classroom Techniques; *College Instruction; *College Students; Compliance (Legal); Deafness; *Disabilities; Federal Legislation; Hearing Impairments; Higher Education; *Instructional Effectiveness; Language Impairments; Learning Disabilities; Legal Responsibility; Physical Disabilities; Physical Mobility; Special Health Problems; Speech Impairments; Teaching Methods; Visual Impairments
IDENTIFIERS- *Academic Accommodations (Disabilities)

This book is a product of an ongoing project which is identifying teaching strategies and/or accommodations for college students with disabilities. The strategies have proven practical and successful by teaching practitioners who responded to a survey of members of the National Association for Developmental Education. The first chapter introduces the topic in "Explaining Learning Disabilities to Colleagues: Treatment and Accommodation" (Bruce Barrett). The second chapter is "Legal Issues Concerning All Faculty in Higher Education" (F. Scott Lissner). The third chapter, "Don't Overlook the Obvious" (Maxine Elmont), discusses integrating reasonable accommodations as a part of good teaching. The following eight chapters present 32 anecdotal subchapters by survey respondents which describe successful strategies. These subchapters are grouped into the following types of problems: (1) attention, concentration, or memory difficulties; (2) chronic health problems; (3) hearing impairments or deafness; (4) integrative processing difficulties; (5) mobility impairments or motor control difficulties; (6) social behavior disorders or difficulties with consistent performance; (7) speech and language difficulties; and (8) visual impairments or blindness. The final chapter, by Wanda Baer, is titled "Teaching Strategies and Accommodations for Students with Disabilities." Three appendices summarize key federal legislation, the accommodation decision making process, and a sample statement of rights and responsibilities. (Contains 32 references.) (DB) different disciplines at York University (Ontario). Surveys of 336 students in the faculty of pure and applied science, 802 students in the faculty of arts, and 793 students in Atkinson College, the evening college of the university, were conducted during February-March of the first year. The response rates were 68 percent, 70 percent, and approximately 50 percent, respectively. The results indicated that while science students had relatively low levels of contact with faculty, they were more academically and socially involved in the university than arts and Atkinson students. However, arts and Atkinson students were more likely than science students to report that their knowledge over the first year of university had increased. In general, students readily identified shortcomings in their academic backgrounds that made the transition to the university difficult. Moreover, the majority endorsed the establishment of a credit course that would assist them in dealing with the academic and social problems associated with the first-year experience. (MDM)

"Teachers as Facilitators of Teleresearch"; and (5) "Eight Steps to Designing a Telecollaborative Project". The book includes a glossary, 70 online resources for educational telecomputing projects, and an index. (Contains 26 references.) (JAK)

ED 418 686   IR 018 781

Higgins, Norman; Cox, Patricia
The Effects of Animation Cues on Third Grade Children's Ability To Learn the Meanings of Unfamiliar Words. Faculty Released Time Project Final Report, Fall Semester 1997.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Animation; Childrens Literature; Courseware; Decoding (Reading); *Definitions; Grade 3; Multimedia Instruction; *Multimedia Materials; Nonprint Media; Poetry; Primary Education; *Reading Comprehension; Talking Books; *Word Recognition
IDENTIFIERS- *Electronic Books

Electronic books, often electronic versions of popular children's illustrated books, have the same words and illustrations as their printed versions, but also can read aloud individual words, phrases, and stories, can pronounce individual syllables in a word, and can provide animated clues to word meanings by animating and labeling selected objects in the book's illustrations. Fifteen third grade children participated in this study. Six unfamiliar vocabulary words were selected from the poem, "My Incredible Headache," in the CD ROM book entitled, "The New Kid on the Block" (Prelutsky, 1993). Children were given both a pretest and posttest, in which they were asked to define the unfamiliar words. After the pretest, each child listened as the computer read the poem. After each passage was read, the child was asked to watch the animation as the researcher clicked on unfamiliar words. The child was then asked to define the word. The posttest was given four days after interaction with the poem. Results indicate that when children are required to attend to the animated clues, the clues facilitated learning for most of the children--all but one child made gains from the pretest to the posttest. The animated clues seemed to be equally effective across all of the target words. (SWC)

ED 418 687 IR 018 782

Higgins, Norman; Hess, Laura
Using Electronic Books To Promote Vocabulary Development. Faculty Released Time Project Final Report, Spring 1998.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Animation; Childrens Literature; Courseware; Electronic Publishing; Grade 3; Hypermedia; Multimedia Instruction; *Multimedia Materials; Nonprint Media; Poetry; Primary Education; *Reading Comprehension; Visual Aids; *Vocabulary Development; *Vocabulary Skills
IDENTIFIERS- *Electronic Books

This study was conducted to determine the effectiveness of electronic books for teaching vocabulary with and without specific supplemental vocabulary building activities. Twenty-two third grade children were divided evenly into an experimental group and a control group. Children in the control group listened as a computer read a page of the electronic book, "The New Kid on the Block: Poems by Jack Prelutsky," and viewed the animation for two target words. A researcher asked if the child knew the meaning of the word and, if not, the child viewed the animation again. The study procedure was the same in the experimental group, except that the researcher gave the child a synonym of the word if the child did not understand the word after viewing the animation a second time. Children who received supplemental vocabulary instruction in conjunction with the electronic book performed significantly better than children who used an electronic book without supplementary instruction. There was little difference in the number of times children in either group selected the target words in their search for word meaning. Four of the 11 children in the experimental group were able to define all six of the target words on the posttest, whereas none of the children in the control group were able to define all six words. (SWC)

ED 418 688 IR 018 783

Moll, Marita, Ed.
Tech High: Globalization and the Future of Canadian Education. A Collection of Critical Perspectives on Social, Cultural, and Political Dilemmas.
PUB DATE- 97
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Automation; Computer Uses in Education; *Educational Change; Educational Policy; Educational Practices; Educational Technology; Elementary Secondary Education; Foreign Countries; *International Communication; *Internet
IDENTIFIERS- *Canada; Connectivity; Global Change; *Technology Plans

If the public policy goal to connect all schools to the information highway becomes a reality, public education as Canadians have known it--a shared social responsibility and a generally shared social experience--could be lost. This volume of contributed papers brings into focus the new context within which the struggle to technologize education is being waged.

ED 418 707 IR 057 004

Mambretti, Catherine
CD-ROM Technology: A Manual for Librarians and Educators.
PUB DATE- 98
NOTE- 299p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Software Development; Computer System Design; Copyrights; Decision Making; Educational Equipment; Educational Finance; *Educational Technology; Elementary Secondary Education; Evaluation Criteria; Guidelines; *Library Collection Development; Library Equipment; *Optical Data Disks; Problem Solving; Resource Allocation; School Libraries

The maturity of CD-ROM technology now shows a dramatic change in the way librarians and teachers do their jobs. Among their biggest challenges are deciding on equipment requirements and managing the disk collection. This manual is a step-by-step guide to making the most of CD-ROM technology in schools and libraries--from the acquisition of workstations to purchasing and installing disks. Part One "Administrator's Guide" focuses on (1) designing a CD-ROM system, (2) evaluating CD-ROM titles, and (3) developing acquisition strategies. Such topics as hardware requirements, furniture, financial planning, selection criteria, compatibility between systems, copyright issues, and licensing are covered. Part Two "Practitioner's Guide" is a practical guide to managing the CD-ROM system, including details on (4) installation of the titles, (5) maintaining hardware and software, and (6) troubleshooting the system. Part Three "Technical Guide" deals with information on such matters as (7) preparing to install CD-ROM titles and (8) installing CD-ROM titles, solving common problems associated with (9) DOS, (10) Windows 3.X, (11) Windows 9X, (12) and Macintosh operating systems. Appendices include a description of optical disc and related technologies for libraries and schools, a glossary, a directory of resources, and a recommended reading list. (AEF)

ED 418 708 IR 057 005

Conte, Christopher
Networks for People: TIIAP at Work. The Telecommunications and Information Infrastructure Assistance Program.
PUB DATE- 97
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Case Studies; *Community Development; Community Involvement; Computer Mediated Communication; Computer Networks; *Information Networks; Information Services; *Information Technology; Outreach Programs; Rural Areas; Telecommunications; Urban Improvement
IDENTIFIERS- Access to Technology; Technology Plans

The Department of Commerce's Telecommunications and Information Infrastructure Assistance Program (TIIAP) is designed to address technology needs in the public and nonprofit sectors of the United States. This report is one of many ways that TIIAP is sharing the stories and the lessons that are being learned

ED 418 727 IR 057 029

Michigan Library Statistical Report. 1997 Edition.
PUB DATE- 97
NOTE- 417p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Annual Reports; *Blindness; Costs; Data Analysis; Library Cooperation; Library Expenditures; Library Funding; Library Networks; *Library Services; *Library Statistics; *Physical Disabilities; Public Libraries; Regional Libraries; *State Programs; Tables (Data); *Trend Analysis
IDENTIFIERS- *Michigan

This 1997 edition focuses on statistical data supplied by Michigan public libraries, public library cooperatives, and those public libraries which serve as regional or subregional outlets for blind and physically handicapped patrons. Statistics on academic libraries are also presented in this edition, and summary statistics for prior fiscal years are included for some data elements. This edition also includes lists of libraries participating in MichiCard, non-resident fees charged, types of automation systems used by libraries, and detail on the technology maintained at each library. The statistical tables itemize patrons, hours and staff; sources of operating income; types of expenditures; library collections; and circulation, reference transactions, and interlibrary loan services. Statistics for automation trends, such as the presence and use of online public access catalogs, fax document delivery, full-text databases, dial access to library catalogs, and microcomputers for public use, are also outlined. (AEF)

ED 418 728 IR 057 030

Beginning Your Genealogical Research: Guides & Forms To Get You Started.
PUB DATE- 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Access to Information; Annotated Bibliographies; *Family History; Family (Sociological Unit); *Genealogy; *Information Retrieval; *Information Sources; Online Searching; Reference Materials; *State Libraries; User Needs (Information)
IDENTIFIERS- *Michigan

This document presents information for conducting a genealogical search at the Library of Michigan. Included are descriptions of genealogy and local history resources at the Library of Michigan; a 10-step process on conducting family research; bibliographies on how to conduct genealogical research, guides to organizing genealogical data, and books in the Abrams Foundation Historical Collection; a descriptive list of primary and secondary source materials; directions on how to connect to the Library of Michigan's ANSWER online catalog from a home computer; MichNet access numbers; pedigree and family group charts; additional rules; and a map for locating the Library of Michigan. (AEF)

ED 418 748 JC 980 211

Aliff, John V.
Are Students "Customers" of Collegiate Education?
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the Georgia Academy of Science (75th, Savannah, GA, April 25, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Improvement; Higher Education; Institutional Environment; *Institutional Mission; Liberal Arts; *Student Role; *Total Quality Management
IDENTIFIERS- *Learning Communities

The emerging economic paradigm of higher education will make enhancing national productivity the primary goal; emphasize the mastery of learning skills over rote learning; and operate around the principle of customer service, viewing students as customers. Total Quality Management (TQM), as applied to education, shares this focus on customer satisfaction. Advantages of adopting TQM in educational institutions include improved delivery of continuing and vocational education, decreased compartmentalism, improved student services and increased student empowerment, and improved delivery of instruction through new technologies with the focus on mastering learning skills. However, applying TQM and other market-driven business metaphors can have negative consequences, including the tendency to regard students as passive recipients of a commodity, rather than active learners; the "customer is always right" mindset and the potential that faculty will pander to students' desires; the disappearance of questioning and challenging in instruction; confusion and conflict regarding students' needs; and the decline of areas of scholarship that have little commercial value, including the potential death of liberal arts education. These conditions arise, however, from an authoritarian misapplication of the TQM vision. In a true application of TQM, colleges would become communities of learners, with all members of that community committed to furthering the learning process. Contains 26 references. (BCY)

ED 418 749 JC 980 212

Rooney, Michael
Technology, Distance Learning, Student Affairs: All in the Same Breath?
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Administration; *College Planning; *Community Colleges; Educational Innovation; *Educational Technology; Program Costs; Program Effectiveness; *Staff Development; *Student School Relationship; Two Year Colleges

To examine the impact of technological innovation on student involvement in college, six community colleges were visited to interview faculty, staff, administrators, and students. The visits and interviews focused on current applications of technology, future plans, implications for professional development and staffing, implications for student involvement,

ED 418 769   PS 025 426

Koppel, Sharon G.
Head Start and Child Care: Partners Not Competitors.
PUB DATE- 95
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgets; *Cooperation; *Day Care; Day Care Centers; Enrollment Management; Fees; Financial Support; Models; Money Management; Partnerships in Education; Personnel Management; Personnel Policy; Preschool Education; Program Administration; *Program Descriptions; Program Evaluation
IDENTIFIERS- Day Care Licensing; Head Start Policy Councils; *Project Head Start

Head Start and child care professionals are currently exploring new ways to collaborate as they strive to meet the needs of low income families. This manual, for professionals in both types of programs, discusses the nuances of administering the programs and describes creative ways to work together to maximize the strengths and talents of both systems while meeting the needs of children and families. Chapter 1 describes the two types of programs, focusing on why the two should work together. Chapter 2 presents program similarities and differences, focusing on costs, licensing, staff, and management issues. Chapter 3 presents six models for collaboration, and for each model lists strengths and weaknesses, projects its impact on the Head Start and child care program, projects costs and revenues, and discusses contractual needs, collaboration challenges, and the role of the Head Start Policy Council. Chapter 4 discusses assessment of family child care needs and resources. Chapter 5 presents information on financial management in child care, including: calculating shared space; preparing budgets; projecting revenues; and developing a cost allocation plan. Chapter 6 discusses child care management issues, such as personnel management; policies and procedures regarding fees and enrollment; and operational regulations and policies. Four appendices provide worksheets and list resources. (KB)

ED 418 770   PS 025 611

Shore, Rima
Rethinking the Brain: New Insights into Early Development.
PUB DATE- 97
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- Attachment Behavior; *Brain; Child Abuse; Child Neglect; *Cognitive Development; Depression (Psychology); Early Intervention; *Individual Development; *Infants; Mothers; Nature Nurture Controversy; Neurological Impairments; *Neuropsychology; Parent Child Relationship; Policy Formation; Poverty; Premature Infants; Prevention; Substance Abuse
IDENTIFIERS- *Brain Development; Critical Period; Neurosciences; Traumas; Vulnerability

Recent research on early brain development holds several

ED 418 787   PS 026 447

Szanton, Eleanor Stokes, Ed.
Creating Child-Centered Programs for Infants and Toddlers: Birth-3 Year Olds. Step By Step: A Program for Children and Families.
PUB DATE- 97
NOTE- 246p.; For other publications in the series, see PS 026 448-451.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Child Relationship; Caregiver Role; *Child Development; Classroom Environment; Cognitive Development; Day Care; Educational Research; Emotional Development; Experiential Learning; Infant Care; *Infants; Language Acquisition; Learning Activities; Nutrition; Parent Teacher Cooperation; Physical Development; *Preschool Education; Social Development; Staff Development; Teaching Guides; *Toddlers
IDENTIFIERS- *Child Centered Education; Developmentally Appropriate Programs

In child-centered education programs, children construct their own knowledge from their experiences and interactions with the world around them, and caregivers foster children's growth and development by building on children's interests, needs, and strengths within a safe and caring environment. The Step by Step educational program developed a series of child-centered teaching manuals for caregivers and teachers in early childhood programs in Central and Eastern Europe. The series was initially intended for preschool but has been extended to include children from birth to age 10. This manual offers caregivers (birth to age 3) practical advice on how to: (1) support infants' and toddlers' emotional, social, cognitive, language, and physical development; (2) recognize and respond to each child's temperament and interests; (3) create an environment that is safe, healthy, and stimulating; and (4) work with families and other professionals to ensure a quality program. The manual's contents are: (1) "Part 1: Introduction," includes program rationale and philosophy; (2) "Part 2: The Research Base for the Methodology," includes infant and toddler development; (3) "Part 3: How Infants and Toddlers Learn," includes supporting emotional development; guiding social development; guiding cognitive development; guiding early language development; guiding physical development; using daily routines as learning experiences; observing, recording, and reporting on children's development; and families and caregivers together supporting infants and toddlers; (4) "Part 4: The Environment for Learning," includes ensuring a healthy environment, ensuring a safe environment, promoting good nutrition, and physical space: designing responsive environments for infants and toddlers; and (5) "Part 5: Program Staffing and Evaluation." Contains approximately 120 references. (EV)

ED 418 788   PS 026 448

Coughlin, Pamela A.; Hansen, Kristen A.; Heller, Dinah; Kaufmann, Roxane K.; Stolberg, Judith Rothschild; Walsh, Kate Burke
Creating Child-Centered Classrooms: 3-5 Year Olds. Step By Step: A Program for Children and Families.
PUB DATE- 97

ED 418 805 PS 026 490

Robertson, Anne S.
What Are the Issues That Confront High-Risk Families: How Can Organizations Such as ERIC and the National Parent Information Network Help?
PUB DATE- 98
NOTE- 8p.; Paper presented at the Parenthood in America Conference (Madison, WI, April 18-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *At Risk Persons; Child Rearing; *Information Needs; *Information Services; Information Sources; Models; Organizations (Groups); *Parent Education; Parenting Skills; *Parents; Personal Narratives
IDENTIFIERS- ERIC; National Parent Information Network; Parents AskERIC

Using a story told by a home visitor in a family literacy program for at-risk families, this paper illustrates issues related to building trust within among parents and the community, deciding on eligibility for services, accessing community resources, and building and maintaining strong relationships with clients. Maintaining that such stories highlight the critical issues that parents and practitioners face on a daily basis, and that it is important to hear and respect parents and professionals who are providing direct services to needy families, the paper observes that national organizations such as ERIC and the National Parent Information Network can help parents, and professionals who work with them, by supporting their information and resource needs. Parents AskERIC provides answers to parents' and professionals' questions related to parenting. A visual presentation of a parenting education spectrum included in the paper has been helpful in ensuring that responses to parenting questions remain within the scope and mission of these organizations. This spectrum graphic may also help communities identify the type of support they are providing and identify gaps in services. The spectrum identifies five types of services for parents: (1) resource and referral; (2) suggestions and strategies; (3) community programs; (4) formal instruction; and (5) counseling. ERIC and the National Parent Information Network provide the first three of these types of services. (Contains 11 references.) (KB)

ED 418 806 PS 026 491

Foster, Karen B.
Intergenerational Programming: The Impact on Children and Elders.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Groups; *Community Programs; Day Care Centers; *Intergenerational Programs; Mixed Age Grouping; Nursing Homes; *Older Adults; Personal Narratives; *Preschool Children; Preschool Education
IDENTIFIERS- Adult Child Relationship; Erikson (Erik); Illinois (Champaign County); Piaget (Jean)

This paper describes intergenerational (IG) programming and its benefits for children and elders, focusing on the preschool IG

ED 418 823 RC 021 412

Bilingual Education. IDRA Focus.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Bilingual Education; *Bilingual Education Programs; Bilingual Teachers; *Educational Strategies; Elementary Secondary Education; English (Second Language); Limited English Speaking; Minority Groups; *Misconceptions; Parent Participation; Program Effectiveness; Program Evaluation; Second Language Instruction; *Teacher Shortage; Teaching Methods
IDENTIFIERS- Bilingual Education Act 1994; California

This theme issue focuses on instructional practices, evaluation, and the state of bilingual education. "Effective Implementation of Bilingual Programs: Reflections from the Field" (Abelardo Villarreal, Adela Solis) describes the key characteristics of successful bilingual programs: vision and goals; program leadership; linkage to central office staff; program articulation; student assessment and progress monitoring; efficient classroom and school organization; positive classroom and school climate and environment; cross-cultural respect; sufficient and appropriate instructional materials; appropriate instructional strategies; staff selection and development; parent involvement; and accountability. "Showcasing Exemplary Instructional Practices in Bilingual and ESL Classrooms" (Adela Solis) describes instructional strategies from model bilingual programs: classroom demonstrations, team teaching, problem solving, and checking for understanding. "Who Is Teaching the Children? More Trained Bilingual Teachers Are Needed for Excellent Education" (Oanh H. Maroney) addresses the shortage of qualified bilingual and minority teachers. "Evaluating Title VII Programs: An Update of Biennial Evaluations" (Josie Danini Supik) gives an overview of Title VII evaluation reports and resulting program improvements. "The Innovation of Bilingual Education" (Jose A. Cardenas) acknowledges five myths that continue to undermine bilingual education. "Bilingual Education under Attack: Misconceptions Fuel the Fire" (Anna Alicia Romero) documents opposition to bilingual education and efforts to counter opposition in Congress and in California. Activities and goals of the STAR Center Excellence and Equity through Technology Network institute are described in "The EETNet Institute: Building Technology Planning Endurance" (Miguel Guhlin). "National Testing Update" reviews the proposed national testing program's possible impact on limited-English-proficient students. Contains references and Web site resources. (SAS)

ED 418 824 RC 021 419

Responding to Sexual Abuse: Developing a Community-Based Sexual Abuse Response Team in Aboriginal Communities. Aboriginal Peoples Collection, Technical Series.
PUB DATE- 97
NOTE- 299p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)

ED 418 841 SE 061 248

Machen, M. Marage, Comp.
Academic Research and Development Expenditures: Fiscal Year 1996. Detailed Statistic Tables.
PUB DATE- 98
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Expenditures; Federal Aid; Financial Support; Higher Education; *Research and Development; Science Education; Sciences; *Statistical Distributions; *Statistical Surveys; Technology

Data contained in this report were collected using the National Science Foundation's (NSF) fiscal year 1996 academic research and development expenditures survey and refer to science and engineering expenditures for separately budgeted research and development (R&D). R&D expenditures were collected from 493 institutions of higher education in the United States and outlying areas. The survey questionnaire consisted of four main items. Item 1 requested that institutions report their total current expenditures for separately budgeted science and engineering R&D for all activities specifically organized to produce research outcomes and commissioned by an agency either external to the institution or separately budgeted by an organizational unit, i.e., research centers within the institution by source of funds. Item 1A requested total and federally-financed current fund expenditures for separately budgeted science and engineering R&D passed through the institution to subrecipients. Item 2 requested total and federally-financed current fund expenditures for separately budgeted science and engineering R&D activities by detailed science and engineering fields. Item 3 addressed the portions of total and federally-financed expenditures reported in Items 1 and 2 that were used for purchasing research equipment out of current funds. This publication is comprised of technical notes, detailed statistical tables, a list of university-administered, federally-funded R&D centers for fiscal year 1996, and the survey instruments. (PVD)

ED 418 842 SE 061 256

Cohen, David K.; Hill, Heather C.
State Policy and Classroom Performance: Mathematics Reform in California. CPRE Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Carnegie Corp. of New York, NY.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Policy; *Educational Practices; Elementary Secondary Education; Mathematics Achievement; Mathematics Curriculum; *Mathematics Education
IDENTIFIERS- *California

During the last decade, many states have tried to devise more robust and coherent instructional policies in an effort to make teaching and learning more thoughtful and demanding. As instructional policy has moved to the top of many state

ED 418 861 SE 061 340

Yei, Chen-Jen; Wang, Kuo-Hua; Huang, Shih-Chieh
A Comparative Study on the Use of Questioning Strategies between Beginning Teacher and Experienced Teacher.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *Biology; *Classroom Environment; Educational Strategies; Foreign Countries; Learning Theories; *Questioning Techniques; *Science Teachers; Secondary Education; *Teacher Student Relationship; Theory Practice Relationship
IDENTIFIERS- *Experienced Teachers
This study investigates the types and proportions of various types of questions that junior high school biology teachers use during classroom instruction. A beginning teacher's adoption of questioning strategies is also compared with those of experienced teachers. A beginning biology teacher and two experienced teachers participated in the study. Data collection consisted of classroom observation, videotaping, documents, and formal and informal interviews. Results indicate that the types and proportions of questions used by the teachers are somewhat affected by their models of teaching and the stages of instruction. The beginning teacher differed from the experienced teachers with regard to the questioning strategies adopted. The findings suggest that not only can the generative learning model be a useful framework to help science teachers form various types of questions, but it can also be used to improve a teacher's questioning strategy. Contains 25 references. (DDR)

ED 418 862 SE 061 341

Boone, William J.
Systemic Reform: Seeking To Understand the Consequences. Test Item Measurement in Bridging Selected Steps Which Help in the Measurement and Monitoring of Systemic Reform.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Educational Change; Elementary Secondary Education; *Program Evaluation; Science Education; *Science Teachers; *Science Tests; Scientific Literacy; Standards; *Student Evaluation
IDENTIFIERS- National Assessment of Educational Progress; *Systemic Educational Reform
An important component of the Bridging study involves the collection of achievement data using sets of derived test items from the National Assessment of Educational Progress (NAEP), as well as new items which reflect state and national standards in science. From these test data, student achievement measures are

ED 418 882   SE 061 366

Humphrey, Daniel C.; Anderson, Lee; Marsh, Julie; Marder, Camille; Shields, Patrick M.
Eisenhower Mathematics and Science State Curriculum Frameworks Projects: Final Evaluation Report.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 97
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Mathematics Curriculum; Mathematics Education; *Professional Development; *Science Curriculum; Science Education; *Standards
IDENTIFIERS- Dwight D Eisenhower Math and Science Educ Program

In 1992, the U.S. Department of Education awarded three-year grants to five states and the District of Columbia for the development of curriculum frameworks in mathematics or science for grades K-12 together with new approaches to teacher education, certification, and professional development. This final report on the Dwight D. Eisenhower State Curriculum Frameworks Projects uses the findings from the evaluation of the 16 projects to better understand the implementation of standards-based reform at the state and district levels. Chapters include: (1) "Introduction"; (2) "Progress of the Projects"; (3) "Developing Frameworks and Other Products: Strategies and Issues"; (4) "Quality: A Review of Mathematics and Science Curriculum Frameworks"; (5) "Curriculum Frameworks and State Policy"; (6) "Implementation Strategies for Improving Teacher Practice"; (7) "Impact in the Districts"; and (8) "Conclusions." Appendices include a document list, a list of reviewers and procedures, and state examples. Contains 19 references. (ASK)

ED 418 883   SE 061 370

Artzt, Alice F.; Newman, Claire M.
How To Use Cooperative Learning in the Mathematics Class. Second Edition.
PUB DATE- 97
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperative Learning; Educational Resources; Elementary Secondary Education; *Group Instruction; Instructional Materials; Mathematics Activities; *Mathematics Education; Teaching Methods

Cooperative learning has gone from an innovative teaching strategy practiced by only a few creative and courageous teachers to a strategy important to many who teach mathematics. Research suggests that learning is a social process and that cooperative learning activities are essential if students are to be able to construct their own knowledge. This book introduces new ideas and updates older methods on how to incorporate a cooperative learning approach into the K-12 mathematics classroom. Information on cooperative learning is provided with research results and strategies for using cooperative learning groups effectively in the mathematics

ED 418 906 SO 028 451

Tirri, Kirsi
How Finnish Teachers Identify and Solve Moral Dilemmas at School: A Case Study.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, May 24-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Codes of Ethics; *Decision Making; Ethical Instruction; Ethics; Foreign Countries; *Moral Development; *Moral Issues; *Moral Values; *Problem Solving; Secondary Education; Teacher Attitudes; Values
IDENTIFIERS- *Finland

This study investigated the strategies that teachers apply to moral dilemmas they encounter in their professional conduct. The case study explored the moral dilemmas as identified by 33 teachers from one particular lower-secondary school near Helsinki (Finland). In personal interviews the teachers were asked to identify the difficult moral dilemmas they had faced in their professional conduct and were encouraged to give as much detail as possible. The teachers were then asked the strategies they had used in their attempts to solve the dilemmas and evaluate whether they thought the strategies were effective enough. An ethos questionnaire was administered to the teachers to measure their orientation to problem solving. The remainder of the report focuses on the reasoning behind teachers' solving strategies for these dilemmas and the different orientations in teachers' strategies in solving professional moral dilemmas. The four main categories of moral dilemmas identified by the teachers include: (1) matters related to teachers' work; (2) pupils' work moral; (3) the rights of minority groups; and (4) common rules in school. (EH)

ED 418 907 SO 028 534

Bjerstedt, Ake
What Have Peace Education Commission Papers Dealt with in the 1990s? Comments on a Guide to Five Conference Reports. Reprints and Miniprints, No. 857.
PUB DATE- 96
NOTE- 12p.; For a bibliography listing the 124 conference papers being commented on, see SO 028 435.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict Resolution; Foreign Countries; *Global Education; Higher Education; Justice; Moral Development; *Peace; *Prosocial Behavior; Teaching Methods; Values
IDENTIFIERS- *Peace Education; Peace Education Commission

Five international conferences were held during the 1990s by the Peace Education Commission, a semi-independent subgroup of the International Peace Research Association. The conferences were held in Groningen (The Netherlands), Firenze (Italy), Kyoto (Japan), Budapest (Hungary), and Valletta (Malta). This document is a brief commentary on the topics covered by the 124 papers presented at these conferences. Nineteen specific papers are mentioned in the commentary. (EH)

ED 418 927 SP 037 891

Collins, Laura J.; Rickey, Melissa; Bradley, Darcy
Redesigning Masters of Education Programs To Meet the Needs of Classroom Teachers: The Place of Action Research.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; Elementary Education; Elementary School Teachers; Graduate Study; Higher Education; *Literacy Education; *Masters Programs; Program Development; *Teacher Researchers
IDENTIFIERS- Western Washington University

This paper describes how Western Washington University's Woodring College of Education designed an elementary Master in Education program to meet the needs of practicing teachers. Data gathering activities included systemic review of the graduate catalog's programs and enrollment; surveys of administrators and educators who completed Master's degrees; and information-sharing meetings with teachers and administrators from area public schools. A cohort model of up to 25 students to complete the courses and program over 6 consecutive quarters was developed. Classes were held on weekends during the academic year and Full-time during the summer. Candidates learned to implement innovative literacy assessment and evaluation techniques, develop superior literacy-based curricula, design and implement action research literacy projects in their schools, and understand social, psychological, and philosophical theories related to literacy and child development. Faculty communicated about the cohort through writing and meetings, and they team taught some classes. A mid-program evaluation occurred with the first cohort, and an exit evaluation is being planned. Students liked the weekend format. They appreciated the overall program design and faculty responsiveness. They saw connections between theories, research, and classroom practice. They responded positively to the cohort model. Challenges included gaining access to the library on weekends, faculty resistance to working on weekends, and controversy over students' culminating projects. (SM)

ED 418 928 SP 037 892

Tom, Alan R.
Redesigning Teacher Education. SUNY Series in Teacher Preparation and Development.
PUB DATE- 97
NOTE- 295p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Change Strategies; *Educational Change; Higher Education; *Preservice Teacher Education; Program Development; *Teacher Educators

This book focuses on redesigning teacher education. Chapter 1, "Composing a Life as a Teacher Educator," examines a teacher educator's early career and how he arrived at certain perspectives that underlie his thinking on what needs to change in the curriculum, organization, and administration of teacher education. Chapter 2, "Common Criticisms and Popular Reform Proposals," analyzes frequent criticisms of teacher education

ED 418 944 SP 037 909

Luft, Julia A.; da Cunha, Thais; Allison, Amy
Increasing the Participation of Minority Students in Science: A Study of Two Teachers.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Cultural Awareness; *Cultural Differences; *Minority Groups; *Science Education; Secondary Education; Secondary School Science; Secondary School Students; Secondary School Teachers; *Student Participation; Teacher Attitudes; Teacher Expectations of Students; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Teacher Knowledge

This study examined the practice of two science teachers who increased the participation of minority students who historically had not participated or succeeded in science. The two teachers were identified through a process of recommendation, personal interview, and observation. Researchers captured the practice of both teachers throughout one semester using in-depth teacher interviews, participant observations, classroom documents, and interviews with students and colleagues. The principles of constructivist analysis guided the data analysis. A cross-case comparison revealed patterns of similarities and differences between the two teachers. For example, both emphasized a few key topics in their classes, respected students and their cultures, were professionally active in and out of school, had in-depth knowledge of science, and had high expectations for their students. Differences included the nature of their teaching and the nature of the classroom environment. The study suggests that teachers who are working with diverse populations should be sensitive to their students' backgrounds, hold high expectations for them, and develop an understanding of science that informs their practice. (Contains 26 references.) (SM)

ED 418 945 SP 037 910

Peters, William H.; Dossey, Glenda
Developing Successful Teacher Education Collaboration in Research Universities.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 25-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Cooperation; *Cooperative Planning; Educational Change; Field Experience Programs; Higher Education; Preservice Teacher Education; *Professional Development Schools; *Research Universities; Secondary Education; Student Teacher Attitudes; Student Teachers; Student Teaching; Teacher Collaboration
IDENTIFIERS- Texas A and M University

ED 418 964 SP 037 930

Riordan, Geoffrey; da Costa, Jose L.
Leadership for Effective Teacher Collaboration: Suggestions for Principals and Teacher Leaders.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Collegiality; Cooperative Planning; Elementary Secondary Education; Foreign Countries; Leadership; Principals; *Teacher Collaboration; Teachers; Teamwork

This paper presents an overview of several studies on teacher collaboration, then describes the process of developing recommendations for school leaders interested in encouraging collaboration. The five studies focused on: (1) collaboration and student learning outcomes; (2) the effect of selected factors on collaboration; (3) collaboration from the teacher's perspective; (4) whole school development through collaboration; and (5) leadership for pedagogical change. Developing the recommendations involved examining the data that resulted from each of the studies. The results identified six main areas that school leaders can address when fostering teacher collaboration. These areas include: (1) being thoughtful in recruiting and selecting staff; (2) carefully delineating work assignments and timetabling; (3) establishing collegial expectations among beginning teachers; (4) enabling across school collaboration; (5) providing opportunities for leadership for collaboration; and (6) establishing trust and clearly delineating supervisory and collaborative relations. (Contains 39 references.) (SM)

ED 418 965 SP 037 931

Mayes, Ann Shelton; Banks, Frank
High Quality and New Standards: An Open Learning Contribution to the Improvement of Pre-Service Teacher Education.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Educational Improvement; *Educational Quality; Elementary Secondary Education; Foreign Countries; Higher Education; *Open Universities; *Preservice Teacher Education; *Teacher Competencies; Teacher Qualifications; Teacher Role
IDENTIFIERS- United Kingdom

Using British research related to the Open University's Postgraduate Certificate in Education (OU PGCE), a preservice teacher education program, this paper considers how open and distance learning (ODL) programs are evolving quality assurance systems and procedures across a range of elements, including student teacher assessment. The paper explores how high-quality provision and outcome standards of students are assured in a

ED 418 983 TM 028 262

1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education. Working Paper Series.
PUB DATE- 96
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Data Collection; *Early Childhood Education; Interviews; *National Surveys; Participation; *Sampling; Telephone Surveys
IDENTIFIERS- *National Household Education Survey; *Screening Procedures

The National Household Education Survey (NHES) is a data collection system of the National Center for Education Statistics (NCES) designed to address a wide range of education-related issues. It is a telephone survey of the noninstitutionalized civilian population. In 1995, the NHES was designed to cover two topical components, Early Childhood Program Participation (ECPP) and Adult Education (AE). The ECPP component includes all children from birth through third grade. For the AE component, interviews were conducted with persons aged 16 and older and not enrolled in elementary or secondary school. About 45,500 households were screened for the two components, and 14,064 interviews were completed for the ECPP component and 19,722 for the AE component. This document contains the interviewer text for the: (1) NHES:95 basic screener interview; (2) the NHES ECPP interview; and (3) the NHES:95 AE interview. (Contains one table and two exhibits.) (SLD)

ED 418 984 TM 028 263

Kaufman, Phillip
Linking Student Data to SASS: Why, When, How. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cost Effectiveness; Data Analysis; *Data Collection; Databases; Elementary Secondary Education; *Longitudinal Studies; *National Surveys; *Research Methodology; *Student Characteristics
IDENTIFIERS- *Linkage; National Assessment of Educational Progress; National Education Longitudinal Study 1988; *Schools and Staffing Survey (NCES)

This paper considers the feasibility of linking a student data sample with the Schools and Staffing Survey (SASS) teacher and administrative data. The National Center for Education Statistics (NCES) has from time to time considered linking their student-based elementary and secondary surveys to the school- and teacher-based surveys. Speculation on the feasibility of linking datasets is of particular importance in the current climate of budgetary constraints and distrust of federal data collection. The rationale for linking a student data collection in SASS is discussed, and some options for collecting these data are explored, whether linking the

ED 419 002 TM 028 299

Stansfield, Charles W.
Experiences and Issues Related to the Format of Bilingual Tests: Dual Language Test Booklets versus Two Different Test Booklets.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Bilingual Education; Elementary Secondary Education; Foreign Countries; *Limited English Speaking; *Native Speakers; *Test Construction; Test Format
IDENTIFIERS- *Parallel Test Forms

This report, requested by the Massachusetts Department of Education, addresses the issue of the format of native language assessments of students' educational achievement. There are two basic options when administering a translation or adaptation of a test in another language: one is to produce test booklets in both languages and then determine which booklet should be used by the examinee; the other option is to produce the booklet in a format that uses parallel columns. A request for information from language testing specialists who subscribe to a listserv found some information about the use of these and other approaches. In Mexico, tests are administered to Mayan students in Maya and Spanish, and the student receives the higher score earned. Bilingual formats are not used in Micronesia; the teacher or administrator selects the language of the test. The Sylvan Prometric company allows students to access both languages when taking a computer administered test. The Human Sciences Research Council of South African uses a format with items printed in tandem in both languages. In Finland, the Swedish speaking minority may choose a Swedish language test by declaring it in advance. A similar approach is used in Rhode Island, where students may choose minority language versions when available. The Chinese Proficiency Test of the Center for Applied Linguistics uses characters used in Taiwan and those used in the People's Republic of China in parallel columns, and examinees may use one or both columns. This brief review suggests that when parallel columns are used, users are satisfied, although some offer well-intentioned and possibly valid reasons to avoid this approach. A concern when separate versions are used is that there may be pressure to use the dominant language. If the parallel column format is chosen, students should be allowed some additional time to take the test. (Contains two references.) (SLD)

ED 419 003 TM 028 300

van der Linden, Wim J.; Reese, Lynda M.
A Model for Optimal Constrained Adaptive Testing.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; *Adaptive Testing; *Computer Assisted Testing; Computer Simulation; *Estimation (Mathematics); Foreign Countries; Higher Education; Selection; Test Construction; *Test Content; Test Items
IDENTIFIERS- *Constraints; Law School Admission Test

A model for constrained computerized adaptive testing is proposed

ED 419 024 TM 028 330

Liu, Kristin; Spicuzza, Richard; Erickson, Ron; Thurlow, Martha; Ruhland, Aaron
Educators' Responses to LEP Students' Participation in the 1997 Basic Standards Testing. State Assessment Series, Minnesota Report 15.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Achievement Tests; Bilingual Education; *Elementary School Students; Elementary Secondary Education; English (Second Language); *Limited English Speaking; *Participation; *Secondary School Students; Selection; Standards; State Programs; *Teacher Attitudes; Testing Problems; Testing Programs
IDENTIFIERS- High Stakes Tests; *Minnesota

Minnesota has developed a statewide assessment in response to the national movement toward state accountability and high standards for all students. The Minnesota Basic Standards Tests currently assess whether a student has achieved a minimum level of competency in reading, math, and writing. Limited English speaking (LEP) students in Minnesota are allowed to have an exemption from the Minnesota Basic Standards Test, a high stakes test students must pass to graduate, if they have been in an English school less than 3 years. Other testing considerations and modifications are made for LEP students including translation, audio cassettes of the math test, and small group testing. While exemptions for LEP students may seem reasonable, researchers and educators are concerned that allowing exemptions may result in allowing the real educational needs of LEP students to go unaddressed. Minnesota's considerations and adaptations were developed to try to increase LEP student participation. To determine educators' idea about LEP student participation in the Basic Standards Test, a survey was developed. Ninety-six surveys were returned from 45 of the 60 schools surveyed. Respondents were primarily English as a second language or bilingual education teachers. Overall, findings expand the knowledge of the assessment of LEP students in Minnesota, and allow the Department of Children, Families, and Learning to begin to evaluate the impact of the test on these students. Results suggest both encouraging areas and areas that are of concern in testing LEP students. Most respondents believed that the participation decision-making process in their schools and districts was adequate, but concerns about selection were particularly evident in urban areas. Appendixes present the survey and comments from respondents. (Contains three references.) (SLD)

ED 419 025 TM 028 337

Verna, Marilyn Ann; Campbell, James Reed
The Differential Effects of Family Processes and SES on Academic Self-Concepts and Achievement of Gifted Asian American and Gifted Caucasian High School Students.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

ED 419 042 UD 032 286

Edelman, Dee; Liss, Kathyrn; Coggins, Cooper; Rios, Debbie
TRIBE Teachers' Guide. Conflict Resolution Curriculum for Middle and High School.
PUB DATE- 94
NOTE- 204p.; For the middle school curriculum teachers' guide, see UD 032 287.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication (Thought Transfer); *Conflict Resolution; High School Students; *High Schools; *Intermediate Grades; *Interpersonal Relationship; *Middle Schools; Role Playing; School Safety; Teaching Guides; Teaching Methods; Violence
IDENTIFIERS- Middle School Students

The conflict resolution curriculum presented in this teachers' guide is based on the belief that conflict is a natural part of life, although few people have the skills to deal with conflict creatively. This curriculum gives students the opportunity to practice skills related to dealing with conflict successfully in all areas of their lives. The curriculum is based on the TRIBE steps: (1) Tell the other person what's up with you; (2) Reflectively listen to the response; (3) Identify what's important to each of you; (4) Brainstorm the solutions that meet both of your needs; and (5) Evaluate the solutions, choosing one or more to implement. After a discussion of each of the TRIBE components, this guide discusses using role plays to clarify conflict resolution situations. The sixth grade curriculum, "Overview of Conflict Resolution," follows. The seventh grade curriculum is titled "Listening for Solutions," and the curriculum for grade eight is "Speaking So Others Can Hear." The ninth grade curriculum is "Personal Conflict Resolution." Each curriculum discusses applications of the TRIBE model and presents some role play examples. Six daily lessons are presented for each of the curricula. (SLD)

ED 419 043 UD 032 287

Edelman, Dee; Coggins, Copper; Rios, Debbie; Liss, Kathryn
TRIBE Teachers' Guide. Conflict Resolution Curriculum for Middle School.
PUB DATE- 94
NOTE- 172p.; For the middle school and high school (combined) curriculum teachers' guide, see UD 032 286.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication (Thought Transfer); *Conflict Resolution; *Curriculum; Intermediate Grades; *Interpersonal Relationship; Junior High Schools; *Middle Schools; *Role Playing; School Safety; Teaching Methods; Violence
IDENTIFIERS- *Middle School Students

The conflict resolution curriculum introduced by this teachers' guide is based on the belief that conflict is a natural part of life, although few people have the skills to deal with conflict creatively. This curriculum gives students the opportunity to practice skills related to dealing with conflict successfully in all areas of their lives. The curriculum is based on the TRIBE steps: (1) Tell the other person what's up with you; (2)

NOTE- 283p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Black Students; Disadvantaged Youth; *Dropout Rate; Dropouts; Focus Groups; Foreign Countries; *High School Students; High Schools; Interpersonal Relationship; Interviews; *Prevention; *Urban Schools; Urban Youth
IDENTIFIERS- *Canada; Caring; Student Engagement; Toronto Public Schools ON

The dropout rate is one of the most critical issues that Canadian educators face. Based on a 3-year study in the greater Toronto area, this book established a new frame of reference for understanding the dropout dilemma. This book suggests that race, class, gender, and other forms of social difference can affect how education is delivered. For black students, whose dropout rate is disproportionately high, race is a key element in disengagement. Interviews were conducted with more than 150 black students, including actual dropouts, over 2 years. Focus group interviews were also held. The narratives of these students tell about their experiences with the Toronto school system and, in some cases, their reasons for leaving school. The study also included interviews with teachers, administrators, and a sample of nonblack youth. The book includes the following chapters: chapter 1, "Introduction"; chapter 2, "Research Methodology"; chapter 3, "The Social Construction of a 'Drop-out': Dispelling the Myth"; chapter 4, "Understanding Student Disengagement"; chapter 5, "Intersections of Race, Class, and Gender"; chapter 6, "Authority, Power, and Respect"; chapter 7, "Streaming and Teacher Expectations: Social Change or Reproduction?"; chapter 8, "Curriculum: Content and Connection"; chapter 9, "Framing Issues of Identity and Representation"; chapter 10, "The Colour of Knowledge: Confronting Eurocentrism"; chapter 11, "Family, Community, and Society"; and chapter 12, "Visions of Educational and Social Change." Nine appendices present interview guides and study instruments. (Contains 193 references.) (SLD)

ED 419 062 UD 032 310

Civic Partners.
PUB DATE- 97
NOTE- 36p.; Colored paper and photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- After School Programs; *Citizen Participation; *Community Development; Conflict Resolution; Intermediate Grades; Junior High Schools; *Mentors; Middle Schools; Parent Education; Role Models; *Social Change; Tutorial Programs; *Urban Problems; Urban Renewal; Urban Schools; Volunteers

This issue of "Civic Partners" is a call to action on behalf of American's cities. The issue opens with John W. Gardner's discussion of the "responsibles" whose vision and energy sustain communities. He stresses that all of us are "responsibles." Among the many tasks that face those responsible for urban improvement is the teaching of conflict resolution skills and collaborative problem- solving. Such teaching, in school and out-of-school settings, is possible because of the development of systematic teachable techniques for conflict resolution. Retta Kelley interviews nine citizens who work in the service of their communities. Several of the

The following papers are included: "Visioning Education in the Information Economy" (Alison Taylor); "Canadian Classrooms on the Information Highway: Making the Connections" (Marita Moll); "Globalization, Trade Agreements, and Education" (Larry Kuehn); "Globalization, Professionalization, and Educational Policies in British Columbia" (Charles Ungerleider); "Computer Literacy, the 'Knowledge Economy' and Information Control: Micro Myths and Macro Choices" (David Livingston); "An Electronic Stew: Impact and Change in Atlantic Canada's English Language Arts Curriculum" (Barrie Barrell); and "Teachers' Work: Living in the Culture of Insufficiency" (Jean-Claude Couture). An Epilogue by Langdon Winner, "The Handwriting on the Wall: Resisting Technoglobalism's Assault on Education," and an annotated bibliography by Bernie Froese-Germain and Marita Moll are also included. (AEF)

ED 418 689   IR 018 784

Sherman, Lee, Ed.
Taking Off: A Teacher's Guide to Technology.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 49p.; Available electronically: http://www.nwrel.org
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Class Activities; *Computer Assisted Instruction; Educational Technology; Elementary Secondary Education; *Instructional Innovation; Internet; Learning Activities; Student Projects; *Teacher Role; Teaching Guides; Teaching Methods; Training
IDENTIFIERS- *Technology Integration; *United States (Northwest)

This theme issue of the serial "Northwest Education" focuses on how teachers are using technology in diverse subjects, in addition to addressing the role of teachers in an environment of continuous change brought on by technological developments. The first article, "The Promise of Technology," argues that if technology is to become an agent for change in the nation's classrooms, teachers must get the training and support they need; this ongoing assistance requires that money and time be allocated toward teacher development. A Special Report, "Flying High," offers a glimpse inside classrooms around the U.S. Northwest where teachers are using technology skillfully to teach subjects as diverse as economics and ecology. Projects and methods are described for schools in ten Northwestern cities; each profile offers teacher footnotes on various items, including technology used, project implementation, teacher role, and costs. "Conquering the Computer" offers practical tips for using the Internet and selecting software, and a longtime teacher shares her strategies for getting the most from a single computer in a classroom full of children in "Flying Solo." (AEF)

ED 418 690   IR 018 785

[illegible], Robert E.; Brandhorst, Ted
The Three Phases of ERIC.
PUB DATE- [illegible]
NOTE- 9p.; Entered earlier in CIJE as EJ 465 360; re-entered in RIE to [illegible] microfiche.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060), Journal Articles (080), Reports - Descriptive (Program/Project Descriptions) (141)

by recipients of TIIAP awards. The case studies in this report describe early experiments in building and using the information infrastructure; profiles are offered of how medical centers, schools and universities, police departments, social service organizations, state and local governments, Native American tribes, and others are using technology to reach the people in their communities. It shows how the elderly can receive better health care in their homes, how police officers can more easily locate suspects or track down stolen vehicles, and how residents of inner city public housing projects can participate more directly in their children's education. These projects show that the information revolution is not so much a process by which technology is changing society as one in which people are using technology to pursue their own goals for economic growth, educational opportunity, public safety, improved health, responsive government, and strong communities. (AEF)

ED 418 709 IR 057 006

South Carolina Connects through Libraries: Five Year Plan, FY 1997 - FY 2002 under the Library Services and Technology Act (P.L. 104-208).
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Information Services; Information Technology; Library Development; Library Planning; *Library Services; Program Development; State Aid; State Libraries; *State Programs; Training
IDENTIFIERS- *South Carolina; *Technology Plans

This Library Services and Technology Act Five Year Plan was prepared in compliance with Section 224 State Plans of the Library Services and Technology Act (Public Law 104-208). The goal of this plan is to assist South Carolina libraries in providing a high level of information services to all South Carolinians, regardless of the type of library they use. The report begins with a discussion of the purpose and uses of the Library Services and Technology Act, and a profile of South Carolina's library needs. Pie charts follow, showing the state's population by different categories. The libraries of South Carolina are then described (The South Carolina State Library, public libraries, academic libraries, school library media centers, and special libraries). The Library Services and Technology Act goals are then outlined. These goals are: (1) to provide all South Carolina citizens with access to a wide variety of information; (2) to assist public libraries in developing programs and services to meet the needs of their patrons; and (3) to improve library services to all South Carolinians through training of library personnel and to provide for better informed public library trustees and supporters. Goals for evaluation of the Library Services and Technology Act program and administration of the act are also included. (AEF)

ED 418 710 IR 057 009

Kruse, Ginny Moore; Horning, Kathleen T.; Schliesman, Megan
Multicultural Literature for Children and Young Adults. A Selected Listing of Books by and about People of Color. Volume Two: 1991-1996.

ED 418 729 IR 057 031

A New Beginning: Library of Michigan. Annual Report 1996.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Governing Boards; Information Services; Information Technology; *Library Administration; *Library Development; Library Expenditures; Library Planning; *Library Services; Library Statistics; *State Libraries; Technological Advancement
IDENTIFIERS- *Michigan

The following information is provided in this annual report: names and positions of 1996 Board of Trustees members, Library of Michigan Foundation 1996 Board of Directors, legislative council, alternate members, and Library of Michigan staff; the library mission; a list of 10 major administrative tasks conducted in 1996; service and technological developments in the federal programs division; accomplishments of the human resources office, internal operations division, network and information systems division, public services division, and technical services division; board leadership changes; a description of the Michigan Literacy Project; a financial summary; and charts showing expenditures by area and state appropriations. (AEF)

ED 418 730 IR 057 032

Library of Michigan Long Range Plan. March 1997 to September 1999.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Information Services; *Library Development; Library Funding; Library Personnel; *Library Planning; *Library Services; Mission Statements; *State Libraries; *Strategic Planning
IDENTIFIERS- *Michigan

This report presents the Library of Michigan's (LM) long term plan for the period of March, 1997 to September, 1999. The external and internal initiatives of the Board of Trustees are first highlighted. Then, following the Library of Michigan vision statement, four topics are discussed. These each include an outline of the objective and the strategies adopted. Objectives statements are: (1) LM provides access to Michigan and government information with optimum speed and ease of use. Priority users include legislators and state employees to whom the Library provides the broadest possible services; (2) LM is a visionary mentor to libraries throughout the state, providing and strengthening library cooperation and development among all Michigan's libraries; (3) Using a team approach, LM staff is empowered to work to their full capabilities in a complex and changing environment to serve the library and its clients; and (4) LM actively pursues funding sources to support and strengthen the collections of the Library, access to technology, and the provision of services to its clients. (AEF)

ED 418 731 IR 057 033

and plans for addressing the costs of technology. Based on the visits the following seven themes emerged: (1) does the institution know what the big picture is?; (2) little thought appeared to have been given to the role of technology in connecting students with the institution and each other; (3) support from faculty leaders was crucial in successfully implementing programs; (4) student services were often on the leading edge of technological innovation at the colleges visited; (5) support from college management was another key element for program success; (6) staff tended to support technology initiatives when they were involved with and informed about them; and (7) the issue of access, training, and support for technology is critical to ensure that everyone can take advantage of new programs. A checklist for gauging an institution's effectiveness in addressing the seven themes is appended. (BCY)

ED 418 750 JC 980 213

Clements, Evelyn
Creating a Campus Climate that Truly Values Diversity.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Change; Community Colleges; *Diversity (Institutional); Minority Groups; Multicampus Colleges; *Organizational Climate; Outcomes of Education; Program Effectiveness; Racial Attitudes; School Holding Power; *Student Attitudes; Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- Middlesex Community College MA

In 1987 Middlesex Community College in Massachusetts opened two new campuses: one in Lowell, serving primarily Asian and Hispanic students, and the other in Bedford, serving mostly Caucasian students having limited experience with other cultures. To ensure that both campuses were viewed equally and that a tone of racial harmony was established, the staff of the college's Student Development department implemented the following seven initiatives: (1) valuing diversity became the focus of the college orientation program; (2) free, six-week English as a Second Language programs were developed for all community members; (3) the student activities budget was revised to focus on programs that address diversity; (4) international student fellowships were created; (5) an international club was created on campus; (6) the Freshman Seminar curriculum was revised to integrate an appreciation of cultural differences; and (7) a student improvisational theater troupe was created to focus on student issues. The initiatives have had positive results. In exit surveys, graduates have cited improvements in becoming aware of other cultures and listening to what others have to say, while responses to student needs assessments suggest that the college's racial climate is accepting. Finally, minority student retention has also increased at the college, from 40% between 1988 and 1989 to 49% between 1993 and 1994, although it is still slightly below the college's overall retention rate. (BCY)

ED 418 751 JC 980 214

Smith, Mara Cooper
The College Access, Retention and Employment (CARE) Program Model.

implications for parents, teachers, health professionals, and policymakers. This report, based on the proceedings from a 1996 national conference on the importance of early brain development for the nation's future well-being, highlights major findings, summarizes their implications for policy and practice in education and human services, notes areas of debate, and points to future research areas. Part 1, "Breakthroughs in Neuroscience--Why Now?" describes the development of new research tools enabling the study of the brain, the social and ideological context for current research, and new interest in the brain across disciplines. Part 2, comprising the bulk of the report, discusses the following key lessons learned from the research: (1) development hinges on the interplay between nature and nurture; (2) early care has a long-lasting impact on development, the ability to learn, and the ability to regulate emotion; (3) the brain has a remarkable capacity to change, but timing is crucial; (4) there are times when negative experiences or absence of appropriate stimulation are more likely to have serious and sustained effects; and (5) there is substantial evidence for the efficacy of early intervention. Part 3 highlights areas of agreement and debate at the conference and presents implications for policy and practice. The report's glossary defines terms related to the neurosciences. Two appendices list conference speakers and give examples of early intervention programs. Contains approximately 150 references. (KB)

ED 418 771 PS 025 933

McClellan, Diane E.; Kinsey, Susan
Children's Social Behavior in Relationship to Participation in Mixed-Age or Same-Age Classrooms.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (SRCD) (Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; Antisocial Behavior; Comparative Analysis; *Elementary School Students; Followup Studies; Friendship; Grade 1; Grouping (Instructional Purposes); Longitudinal Studies; *Mixed Age Grouping; Primary Education; Prosocial Behavior; *Social Behavior

Research on the social and cognitive effects of grouping children in mixed-age versus same-age classrooms is gaining interest among practitioners and researchers. This investigation used a teacher rating scale to assess children's prosocial, aggressive, and friendship behaviors in mixed- and same-age classrooms. Confounding variables such as the child's age and sex, the teacher's educational level, and classroom practices, were statistically controlled. Participating were 649 students from 29 classrooms in 2 suburban Chicago schools and 2 inner city Milwaukee schools. The mixed-age condition was comprised of 177 males and 135 females, and the same-age classes had 152 males and 173 females. A pretest of teacher ratings of kindergarten children who were later assigned to either a mixed- or same-age first grade classroom showed no preexisting behavioral differences. Posttest findings suggested a significant positive effect on children's prosocial behavior as a result of participation in a mixed-age classroom context. Fewer children appeared to experience social isolation in mixed-age classrooms than in same-age classrooms. Aggressive and

NOTE- 323p.; For other publications in the series, see PS 026 447-451.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Child Development; *Classroom Techniques; Cooking Instruction; Dramatic Play; Experiential Learning; Family Involvement; *Learning Activities; Mathematics Education; Music; Outdoor Education; *Preschool Education; Science Education; Teaching Guides
IDENTIFIERS- Blocks; *Child Centered Education; Developmentally Appropriate Programs

In child-centered education programs, children construct their own knowledge from their experiences and interactions with the world around them, and teachers foster children's growth and development by building on children's interests, needs, and strengths within a safe and caring environment. The Step by Step educational program developed a series of child-centered teaching manuals for caregivers and teachers in early childhood programs in Central and Eastern Europe. Initially directed at the preschool level, the series has been extended from birth to age 10. This manual provides preschool teachers (3- to 5-year-olds) with a guide for the establishment of a classroom environment designed around activity centers, involvement of families in the classroom and larger community, and individualization of teaching geared to the needs and interests of each child. The manual's contents are: (1) "Part 1: Child-Centered Thinking," includes program rationale and philosophy, and goals and developmental guidelines; (2) "Part 2: Family Participation," includes the benefits of family participation and strategies to encourage it, building community, observing and recording children's development, and planning the integrated curriculum; and (3) "Part 3: Child-Centered Learning," includes art, blocks, cooking, dramatic play, literacy, mathematics/manipulatives, music, outdoors, sand and water, and science. Contains approximately 50 references. (EV)

ED 418 789 PS 026 449

Walsh, Kate Burke
Creating Child-Centered Classrooms: 6-7 Year Olds. Step By Step: A Program for Children and Families.
PUB DATE- 97
NOTE- 358p.; For other publications in this series, see PS 026 447-451.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; *Classroom Techniques; Elementary School Students; Ethical Instruction; Experiential Learning; Family Involvement; Integrated Activities; *Learning Activities; Literacy; Mathematics Education; *Primary Education; Science Education; Social Studies; Student Evaluation; Teaching Guides; Thematic Approach; Visual Arts
IDENTIFIERS- *Child Centered Education

In child-centered education programs, children construct their own knowledge from their experiences and interactions with the world around them, and teachers foster children's growth and program at the Champaign County (Illinois) Nursing Home Child Care Center. The paper begins with a definition of IG programming and describes theories of adult development that may provide insight into how each age group involved in IG programming may benefit from such an arrangement. Erikson's adult development stage of "generativity versus stagnation" and the "age of integrity" are highlighted with regard to adult development, and Erikson's and Piaget's theories are discussed regarding how children might relate to the intergenerational experience. The second major section of the paper concerns IG programming. This section discusses three types of IG activities that are relevant to a preschool IG program: (1) recreation/leisure; (2) education; and (3) personal development. Factors related to the success of IG programs are discussed, including the staff's commitment to the program, matching the project to goals, considering the interests and abilities of the groups involved, and assessing the practical aspects. The third major section describes the philosophy and goals of the Champaign County Nursing Home Child Care Center, four needs that IG programming fills, and typical experiences of nursing home residents with young children. The paper concludes by noting that IG programming has resulted in positive experiences for both elders and children. Contains 13 references. (KB)

ED 418 807 PS 026 492

Schludermann, Eduard; Schludermann, Shirin; Huynh, Cam-Loi
Catholic Schools Study Report: Religiosity, Values and Adjustment.
PUB DATE- 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); Adolescent Development; *Catholic Schools; Family Environment; Foreign Countries; *High School Students; High Schools; Life Satisfaction; Models; *Moral Values; Predictor Variables; *Religion; Self Esteem; Sex Differences; Social Adjustment; Student Adjustment; *Student Attitudes; Well Being
IDENTIFIERS- Adolescent Attitudes; Manitoba (Winnipeg); *Religiosity

This study explored the facilitating function of religion in the lives of adolescents, postulating that religiously involved students would endorse prosocial-- rather than egoistical-- values, and that their prosocial values would foster a sense of belongingness to their church, family, and school. Participating were 369 boys and 372 girls attending 3 Catholic high schools in Winnipeg, Canada. Subjects completed questionnaires assessing family religion, religiosity, prosocial values, school attitudes, family satisfaction, self-esteem, and life satisfaction. Findings indicated no sex differences in family religion, religiosity, school attitudes, family satisfaction, self- esteem, or life satisfaction. However, girls endorsed prosocial value much more than did boys. Religiosity was strongly related to prosocial values, good school attitudes, and family satisfaction. Compared to girls' religiosity, boys' religiosity was more predictive of the endorsement of prosocial values, good school attitudes, family satisfaction, self-esteem, and life satisfaction. Structure equation analyses strongly supported a social facilitation model of the role of religiosity in the lives of adolescents: religiosity fostered the endorsement of prosocial values, prosocial values enhanced social adjustment (school

DESCRIPTORS- *American Indian Culture; *Canada Natives; *Child Abuse; *Community Action; Community Involvement; Community Relations; Foreign Countries; Holistic Approach; *Intervention; Program Development; *Sexual Abuse; Sexuality; Team Training; Victims of Crime; Well Being
IDENTIFIERS- Canada; Cultural Values; *Healing

This manual addresses the issue of sexual abuse in Canadian aboriginal communities, and advocates a community sexual abuse response team approach in building a viable solution to the problem. The manual introduces the main issues and problems relevant to a community sexual response team. Chapter 1 looks at the cultural and historical past of aboriginal communities, including spiritual and philosophical wisdom, European contact and colonization, and the aboriginal rights movement. Chapter 2 looks at understanding sexual abuse in aboriginal communities, including healthy sexuality, sexual abuse, the seriousness and patterns of sexual abuse in aboriginal communities, and abuse in non-Native communities. Chapter 3 discusses the holistic community wellness approach. Chapter 4 focuses on the caregiver: stress, burnout, and well-being. Chapters 5 and 6 focus on community-based intervention issues and strategies, including disclosure, contact, investigation, legalities, the victim's needs, the healing process, and setting up the community response team. Chapter 7 explores community involvement and strategies for generating support. Chapter 8 specifically addresses the legal, administrative, record-keeping, and ethical details in building a community response team. Each chapter includes print and nonprint resources, checklists, guidelines, and illustrative materials. Three appendices provide sample training sessions for the community response team, an outline of a 2-year sexual abuse worker training program, and 54 references. (SAS)

ED 418 825 RC 021 422

Vanderbilt, Rebecca, Comp.; Schacht, Robert M., Comp.
NCADI's 1995 National Directory of Drug Abuse and Alcoholism Treatment and Prevention Programs That Have a Special Program for American Indians/Alaska Natives.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agencies; *Alaska Natives; Alcoholism; *American Indians; Clinics; Counseling Services; *Drug Rehabilitation; Health Facilities; Health Services; Prevention; Rehabilitation Counseling; *Rehabilitation Programs; *Substance Abuse
IDENTIFIERS- National Clearinghouse for Drug Abuse Information

This state-by-state directory lists over 500 alcohol and drug abuse treatment and prevention services that target American Indians and Alaska Natives. The directory was compiled from the website of the National Clearinghouse for Alcohol and Drug Information (NCADI). Their home page on the Internet is located at http://www.health.org/index.htm. The listing includes federal, state, local, and private providers in 44 states. Each entry includes the organization's name, address, and telephone number (including hotlines), as well as codes for types of treatment, types of payment, and special programs. In addition to specific racial and ethnic groups, special programs provide treatment to dually-diagnosed persons, pregnant women, parolees and persons on probation, persons convicted of DUI (Driving education agendas in the past 10-15 years, interest in the relationship between policy and practice has grown. This document reports on findings from a study that addresses these relationships. Data used in this study were collected from a 1994 survey of California elementary school teachers to probe the classroom effects of state efforts to reform mathematics teaching and learning. A rudimentary model of the relationship between policy and practice is developed. This report begins with a review of the California reform, describes the research approach, and discusses the major findings. Findings included: (1) learning opportunities varied among teachers; (2) certain types of learning opportunities influenced practice; (4) CLAS (California Learning Assessment System) tests had a limited influence on practice; (5) CLAS as learning opportunity had a wider influence on practice; and (6) certain teacher learning opportunities affected student achievement. (ASK)

ED 418 843 SE 061 257

Hill, Susan T., Comp.
Science and Engineering Degrees: 1966-95. Detailed Statistical Tables.
PUB DATE- 97
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Bachelors Degrees; *Degrees (Academic); Doctoral Degrees; *Engineering Education; Higher Education; Masters Degrees; *Science Education; Sciences; *Statistical Distributions; Statistical Surveys; Tables (Data); Technology; *Womens Education

This report is based on final data obtained from several federal surveys including the U.S. Department of Education's Survey of Degrees and Other Formal Awards Conferred, the Integrated Postsecondary Education Data Systems (IPEDS) Completions Survey, and the Survey of Earned Doctorates, the last of which is conducted annually for the National Science Foundation (NSF). The data cover earned degrees conferred in the aggregate United States which includes the 50 states, the District of Columbia, and U.S. Territories and outlying areas. Statistical charts show numbers and percentages of degrees awarded in science and engineering fields by major field, sex, and degree level from 1966 to 1995. Tables show in detail the number of degrees awarded in various fields arranged by degree level, sex of recipient, and major field group. Percentage distribution of degrees awarded is also shown. Degree data are compiled for a 12-month period, July through June, of the following year. The data from earlier years are presented as consistently as possible with the classifications used in the current Classification of Instructional Programs (CIP). The data have been reclassified according to NSF field categories where appropriate. (PVD)

ED 418 844 SE 061 270

Murray, Molly Fifield; Greenler, Robin McC.
Prairie Restoration for Wisconsin Schools.
PUB DATE- 97
NOTE- 272p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

computed, then these measures are in turn used for subsequent analyses which utilize a varied array of data types such as attitude, race, gender, and socioeconomic status. A number of important issues involving test items are discussed including the monitoring of test items, the targeting of test items, and the use of statistical methods which do not penalize students and allow flexibility with tests. Details are included on the development of the test bank and a delineation of the steps taken to optimize the development and use of the test item bank. (DDR)

ED 418 863 SE 061 342

Enger, Sandra K.
Profiling Middle School Science Inquiry Experiences Using Student and Teacher Survey Data.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Experience; *Inquiry; Intermediate Grades; Junior High Schools; *Middle Schools; Science Curriculum; *Science Education; *Science Teachers; Scientific Literacy; Student Attitudes; Teacher Attitudes

The purpose of this study was to ascertain middle school student and science teacher perceptions of the science inquiry experiences fostered in their science classrooms and to develop a science inquiry profile based on survey information from students and teachers. Nine hundred seventeen middle school (grades 6-8) science students and their thirteen science teachers responded to surveys used to characterize science inquiry learning opportunities in the middle school science classes. Survey information was used to profile perceived inquiry experiences and serve as a benchmark for the initiation of longitudinal data collection by the study district. The survey results indicated that while both students and teachers have experiences in elements of science as inquiry, students viewed the lesson and activity as a teacher choice. Also, there was limited use of very basic science equipment. The findings suggest that survey information from both students and teachers should be utilized to inform instruction, assessment, and curriculum design. Contains 17 references. (DDR)

ED 418 864 SE 061 343

Tunnicliffe, Sue Dale; Reiss, Michael J.
How Do Children See Animals?
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Animals; Biology; Books; *Childrens Literature; *Concept Formation; Early Experience; Educational Experience; Elementary Secondary Education; *Knowledge Representation; Prior Learning; *Sex Differences

In order to name an animal they see, children must use their classroom. Sample mathematics activities using cooperative groups are presented. Contains 90 references. (ASK)

ED 418 884 SE 061 372

Making Schools Work for Every Child CD-ROM .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; *Equal Education; Internet; Mathematics Curriculum; *Mathematics Education; Science Curriculum; *Science Education

This CD-ROM is intended to serve as a resource for those concerned about educational equity related to K-12 mathematics and science education. Information on the content and structure of the CD-ROM are presented initially. The content information contains the theoretical underpinnings of the issue of equity in the school setting. Stories and case studies based on interviews with educators working with traditionally underserved populations are also included. Equity materials including articles, internet sources, and resources to help educators address equity issues in their school communities are presented in the next two sections. Finally, self-assessment materials to help educators reflect upon their beliefs about equity and Resource Finder, a catalog of mathematics and science curriculum resources, are provided. (ASK)

ED 418 885 SE 061 373

Tools for Discussion: Attaining Excellence through TIMSS CD-ROM .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Cross Cultural Studies; *Educational Resources; Elementary Secondary Education; Internet; Mathematics Curriculum; *Mathematics Education; Science Curriculum; *Science Education; *Standards
IDENTIFIERS- *Third International Mathematics and Science Study

The Third International Mathematics and Science Study (TIMSS) and its results present an opportunity for educators all over the world to examine what is being done in their educational systems and how students achieve in a variety of math and science subjects. This CD-ROM serves as an electronic resource connected to TIMSS. The content information includes the summary information and key findings from TIMSS. A TIMSS resource kit is provided by the United States Department of Education. Additional tools for educators to use in learning about TIMSS and education systems around the world are provided. Resource Finder, a catalog of mathematics and science curriculum resources, is presented. Finally, many state frameworks and national standards in mathematics from the United States and Japan are presented. (ASK)

ED 418 886 SE 061 388

Schecter, Deborah

ED 418 908 SO 028 729

Gersmehl, Philip J.
Why Not Here? Teaching Geography to a New Standard.
PUB DATE- 96
NOTE- 262p.; "With cartography and research by Althea Melisse Willette and Clay Mering and a chapter on sources by Darrell Napton."
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community; Elementary Secondary Education; *Geographic Concepts; *Geographic Location; *Geography; *Geography Instruction; Global Education; Social Studies; Standards

This booklet is designed to help teachers in geography instruction, dealing with "where" things are located, "why" they are located there, and "what" difference their location makes. The first three chapters describe a spatial perspective, examine two different kinds of maps, and examine how geography deals with three strands of meaning at the same time. Each chapter uses maps or diagrams to illustrate the points in the text. Activities are designed to provide examples for a book on teaching geography, not a stand-alone course. Chapters are: (1) Introduction; (2) "One Perspective: A Way of Looking at the World"; (3) "Two Blades of a Scissors: A Cooperative 'Split' within Geography"; (4) "Three Strands of Meaning: Cognitive Psychology and Geography"; (5) "Four Cornerstones: Foundation Ideas of Geography"; (6) "Five Themes of Geography: Meeting the Standards"; (7) "A Four-Wheeled Cart: Resistance to Educational Change"; (8) "Three Kinds of Tests for Three Kinds of Meaning"; (9) "Pairs of Tools, Working with Each Other"; and (10) "A Single Discipline: A Window on the World." (EH)

ED 418 909 SO 028 790

Global Environmental Problems: Implications for U.S. Policy and Teacher's Resource Book. Revised. Choices for the 21st Century.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 96
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Economic Development; Environment; *Environmental Education; *Foreign Policy; Futures (of Society); *Global Education; *International Cooperation; *International Relations; Political Science; Secondary Education; Social Studies

This unit weighs the choices and tradeoffs involved in protecting the environment. The first section of the first booklet is designed to introduce students to the most significant global environmental problems. Part 2 explores humanity's impact on the environment while part 3 examines environmental issues from the political dimension as a challenge to the planet. Students research and debate four policy options available to the United States including: (1) "Putting the Economy First"; (2) "Taking the Lead"; (3) "Sharing Environmental Leadership"; and (4) (e.g., that education courses are vapid, impractical, segmented, and directionless) and assesses popular proposals in terms of those critiques. Chapter 3, "Teacher Education by Design," considers the weaknesses of the view that teacher education can be fashioned by implication, noting why the design approach is a better way to conceptualize teacher education reform and discussing the basic elements of design. Chapter 4, "Principles of Conceptual Design," identifies 11 conceptual design principles. Chapter 5, "Principles of Structural Design," elaborates structural design principles. Chapter 6, "Strategies for Change in Teacher Education," examines why propositions about the change process are too abstract to be useful guides for recasting teacher education, proposing four specific change strategies as being more appropriate than propositions. Chapter 7, "Barriers to Change in Teacher Education," discuses factors that impede educational change (e.g., excessive external regulation, low status of teacher educators, and failure to give sufficient attention to the administrative arrangements for teacher education). (SM)

ED 418 929   SP 037 893

McIntyre, D. John, Ed.; Byrd, David M., Ed.
Strategies for Career-Long Teacher Education. Teacher Education Yearbook VI.
SPONS. AGENCY- Association of Teacher Educators, Reston, VA.
PUB DATE- 98
NOTE- 258p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Action Research; Career Choice; Case Studies; College School Cooperation; Constructivism (Learning); Democracy; Elementary Secondary Education; Ethics; *Faculty Development; Field Experience Programs; Hypermedia; *Inservice Teacher Education; Literacy Education; Minority Group Teachers; Peer Relationship; Preservice Teacher Education; Professional Development Schools; Reading Instruction; Student Teachers; Student Teaching; Teacher Collaboration; *Teacher Improvement
IDENTIFIERS- Reflective Thinking; Teacher Knowledge

This collection of papers examines the current standard practice of confining teacher preparation to 4 years of coursework, discussing the growing interest in career-spanning teacher education. Section 1, "Teacher Cognition, Constructivist Teacher Education, and the Ethical and Social Implications of Schooling: Overview and Framework" (Edith M. Guyton), contains: (1) "Perceptions of Self as Teacher: Case Studies of Three Preservice Literacy Teachers" (Susan L. Nierstheimer, Carol J. Hopkins, and Deborah R. Dillon); (2) "Preservice Teachers' Reflective Thinking During a Case Discussion" (Joyce Sibbett, Suzanne Wade, and Larry Johnson); (3) "Tracking Salient Comments in Case Discussions" (Greta Morine-Dershimer); and a summary, "Perceptions of Self, Reflection, and Peers as Resources: Reflections" (Edith Guyton). Section 2, "School-University Collaboration and Career-Long Professional Development; Overview and Framework" (Nancy Fichtman Dana), features (4) "Continuous Learning for All Adults in the Professional Development School: A Review of the Research" (Lisa Frankes, Linda Valli, and David H. Cooper); (5) "Collegial Support Teams: Peer Supervision and Professional Growth" (Margaret J. Johnson and Lucy Brown); (6) "Collaborative Action Research for Local School Improvement" (Dennis Zuelke and Teresa M. Nichols); and a summary, "Reconceptualization of Roles in the School-University

Texas A&M University developed a secondary education collaborative model leading to the redesign of the secondary education teacher preservice preparation program. Phase 1 provided for self-directed experiences with adolescents. Phase 2 established an understanding of teaching and schools in modern society. Phase 3 focused on developing skills to meet the needs of society and students. Phase 4 required the development and demonstration of skills to organize content and technology for use in classrooms. Early in the redesign process, the program committed to connecting university content and pedagogical knowledge to classroom teaching problems. Classroom connections between university and public schools became an integral part of the program from the beginning to the completion of student teaching. This required a field-based approach. Pilot classes occurred onsite in junior and senior high school settings. Pilot studies tested the redesign structure and collaborative framework. Surveys evaluated student perceptions of the pilot classes. Results indicated that the students viewed the field based courses as very important. Students felt that because of the experience they could make a commitment to the principles of professional, moral, and ethical behavior expected of teachers. (SM)

ED 418 946 SP 037 911

Popkewitz, Thomas S.
Struggling for the Soul. The Politics of Schooling and the Construction of the Teacher.
PUB DATE- 98
NOTE- 159p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Diversity (Student); Elementary Secondary Education; Ethnography; Higher Education; Minority Group Children; *Politics of Education; Poverty; Power Structure; Preservice Teacher Education; Racial Bias; Racial Differences; *Racial Factors; *Rural Schools; *Social Influences; Students; Teachers; *Urban Schools
IDENTIFIERS- Postmodernism; Teach for America

This book presents information from a study of Teach for America, an alternative teacher education program that recruits and trains people with degrees in fields other than education to work in urban and rural schools with chronic teacher shortages, poverty, and minority students. The book is an effort to understand how different discourses of pedagogy come together to generate principles for participation and action. It is an ethnography about the classification of the "urbanness" and "ruralness" of children as a space in which they can never be "of the average." This book challenges certain notions about policy research, evaluation, and teaching. The six chapters are as follows: (1) "The Spatial Politics of Urban and Rural Education: Constructing a Critical Ethnography"; (2) "The Soul as the Achievement of Teaching: The Social Space of the Urban and Rural Child"; (3) "The Alchemies of Pedagogy: From Ethical Registers to Psychological Registers"; (4) "The Wisdom of Teacher Practice as a Normalizing Technology"; (5) "Alchemy, Imaginary School Subjects, and the Governing of Space"; and (6) "The Spatial Politics of Knowledge and the Racialization of Teaching." The book contains an appendix and references. (SM)

ED 418 947 SP 037 912

high-volume, highly dispersed program with over 2,000 school-based contexts for practice each year. Section 1 presents an overview of some ODL teacher education programs. Section 2 discusses quality assurance issues for ODL preservice teacher education. Section 3 focuses on assessment (an example of high quality in an open learning preservice education program). Section 4 examines issues related to improving program quality. The paper concludes that three factors (course materials with their common structure; the competence model with its open, shared, and moderated assessment; and the program support and monitoring network of the Open University) all combine to maintain the quality and integrity of the course and qualification. An appendix presents an OU PGCE competence and professional qualities model. (Contains 7 figures and 20 references.) (SM)

ED 418 966   SP 037 932

Bourdillon, Hilary; Burgess, Hilary
Open Learning, New Technologies and the Development of a New Model of Pre-Service Education and Training: The Open University, UK Experience.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alternative Teacher Certification; *College School Cooperation; *Computer Uses in Education; *Cooperative Learning; *Distance Education; Elementary Secondary Education; Foreign Countries; Higher Education; Online Systems; *Open Universities; *Preservice Teacher Education; Student Teaching; Teacher Competencies
IDENTIFIERS- Professionalism; United Kingdom

This paper addresses two elements of teacher education in the United Kingdom (UK): open learning partnerships and the use of new technologies to develop a model of preservice education and training. The Open University Postgraduate Certificate in Education (OU PGCE) is a part-time course emphasizing standards in teaching and involving partnerships between schools (chosen by the students) and the OU to train teachers. The OU PGCE student population is dispersed throughout the UK, with students often based in their homes. Preservice education courses link remote students with each other and with course academics via an online learning community "populated" by expert and beginning teachers; yearly evaluation of students' use of this community indicate that 60 percent log on daily. Analysis of messages posted in the learning community's "subject/phase rooms" provides a record of how students develop knowledge of teaching. Learning within the online community is a collaborative, shared experience that encourages student driven interaction. Online conferences provide an open learning environment where students can explore and challenge their assumptions and inherent beliefs in a collaborative endeavor to rethink experience. In rethinking experiences, students set the foundation of future professionalism based on knowledge drawn from both the personal and the practical. Online conferencing is a way of developing an interactive professionalism with peers. An appendix presents program evaluation data. (Contains 24 references.) (SM)

National Assessment of Educational Progress to the SASS or linking a new National Education Longitudinal Study with SASS. The argument for attaching a longitudinal component to the SASS response rests on several premises. Doing this could measure the types of student data deemed most worthwhile, while satisfying the two criteria for sensible merger: producing some cost benefit and engendering an analytical payoff. Of the various options available, merging a new National Education Longitudinal Study and the SASS provides the most benefit to the whole educational policy community. (Contains six references.) (SLD)

ED 418 985 TM 028 264

Gilford, Dorothy M.
Measures of Inservice Professional Development: Suggested Items for the 1998-1999 Schools and Staffing Survey. Working Paper Series.
PUB DATE- 96
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; Educational Change; Elementary Secondary Education; *Inservice Teacher Education; International Education; International Studies; *Measurement Techniques; National Surveys; *Professional Development; *Research Design; Teacher Characteristics; Teacher Improvement
IDENTIFIERS- *Schools and Staffing Survey (NCES)

As the National Center for Education Statistics (NCES) considers the redesign of the Schools and Staffing Survey (SASS), it is appropriate to consider the information about inservice professional development (IPD) that would be suitable for inclusion in the SASS. Part I of this paper considers the various definitions of IPD and its evaluation, reflected in the many types of IPD programs encompassed. When considering the design of SASS items, it is noted that the large number of types of IPD programs calls for a framework to organize information collection and compilation. Because data from the 1998-99 SASS will become available in the year 2000, national and state reform initiatives that focus on that year are discussed. A set of reform oriented approaches for IPD is presented, as are some characteristics of effective programs. Part I then considers the principles of high-quality IPD programs and uses these principles to develop a number of items related to quality. The final section of Part I addresses several data needs for the Year 2000 Education Goals report. A summary recaps the 12 items suggested to measure IPD for the SASS. Part II discusses the value of international comparisons of IPD generally, with particular attention to the use of computers and advanced telecommunications equipment. It is also suggested that the SASS include some items from the International Association for the Evaluation of Educational Achievement Computers in Education Study (CompEd). (Contains 48 references.) (SLD)

ED 418 986 TM 028 265

Jackson, Betty J.; Frazier, Richard L.
Improving the Coverage of Private Elementary-Secondary Schools. Working Paper Series.
PUB DATE- 96
NOTE- 78p.
LANGUAGE- English

in which the information in the test at the ability estimate is maximized subject to a large variety of possible constraints on the contents of the test. At each item-selection step, a full test is first assembled to have maximum information at the current ability estimate fixing the items previously administered. Then the item with maximum information is selected from the test. All test assembly is optimal due to the use of a linear programming model that is automatically updated to allow for the attributes of items already administered as well as the new value of the ability estimator. A simulation study using a pool of 753 items from the Law School Admission Test (LSAT) showed that for adaptive tests of realistic lengths the ability estimator did not suffer any loss of efficiency from the presence of 433 constraints on the item selection process. (Contains 3 tables, 2 figures, and 35 references.) (Author/SLD)

ED 419 004 TM 028 301

van der Linden, Wim J.
A Procedure for Empirical Initialization of Adaptive Testing Algorithms.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; *Adaptive Testing; *Algorithms; *Computer Assisted Testing; Foreign Countries; *Item Response Theory; *Test Construction
IDENTIFIERS- *Constraints; Two Parameter Model

In constrained adaptive testing, the numbers of constraints needed to control the content of the tests can easily run into the hundreds. Proper initialization of the algorithm becomes a requirement because the presence of large numbers of constraints slows down the convergence of the ability estimator. In this paper, an empirical initialization of the algorithm is proposed based on the statistical relation between the ability variable and background variables known prior to the test. The relation is modeled using a two-parameter logistic version of an item response theory (IRT) model with manifest predictors discussed in A. H. Zwinderman (1991). An empirical example shows how an (incomplete) sample of response data and data on background variables can be used to derive an initial ability estimate or an empirical prior distribution for the ability parameter. An appendix gives the derivation of an equation for the estimator. (Contains 12 references.) (Author/SLD)

ED 419 005 TM 028 302

van der Linden, Wim J.
Multidimensional Adaptive Testing with a Minimum Error-Variance Criterion.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; *Adaptive Testing; Algorithms; *Computer Assisted Testing; Criteria; Foreign Countries; *Maximum Likelihood Statistics; Selection
IDENTIFIERS- *Multidimensionality (Tests)

The case of adaptive testing under a multidimensional logistic

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Academic Achievement; *Asian Americans; Causal Models; Ethnic Groups; Family Influence; *Gifted; *High School Students; High Schools; Mathematics Achievement; Science Education; Self Concept; Socialization; *Socioeconomic Status; *White Students
IDENTIFIERS- *Academic Self Concept; *Asian American Students; New York

The focus of this study was to determine the causal linkages among home environment, self-concepts, prior ability, and socioeconomic status on mathematics achievement and science achievement of gifted students. The Walberg Productivity Model (H. Walberg, 1984) served as a basis for analyzing the interconnections among the family processes. Campbell's Differential Socialization Paradigm (J. R. Campbell, 1994) was the theoretical framework used to analyze the ethnic differences. The study was conducted with high achieving high school students (106 Asian and 107 Caucasian) and their parents (357) from New York City and Nassau and Suffolk Counties in New York. Partial Least Squares Path results showed that prior ability played a major role in influencing the child's educational achievement. A key finding was that press for intellectual development had direct negative effects on prior ability for Asian students. (Contains 1 table, 4 figures, and 34 references.) (SLD)

ED 419 026 UD 032 210

Lassiter, Sybil M.
Cultures of Color in America: A Guide to Family, Religion, and Health.
PUB DATE- 98
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alaska Natives; *American Indians; Beliefs; *Blacks; Classification; Cultural Background; *Cultural Differences; Ethnic Groups; Family Characteristics; Foreign Countries; *Haitians; Hawaiians; *Health; Immigrants; Immigration; Puerto Ricans; *Religious Cultural Groups; Secondary Education
IDENTIFIERS- African Americans; Africans; West Indians

By the turn of the century, more than one-third of the U.S. population will be persons of color. Classification by self-identification is becoming more complicated, and the traditional four racial categories do not describe the changing population of the United States adequately. This book was written as a source of basic information about some of the cultures that constitute the increasing number of Americans of color. Each chapter deals with one cultural group with respect to its history, immigration, population in the United States, language, family customs, nutritional preferences, religious practices, health beliefs and practices, common diseases, and ideas about death and dying. The book is intended for general audiences, including young people of about junior high age and older. Although all members of these cultural groups might not describe themselves as people "of color," the focus is on cultures that incorporate a significant number of nonwhite

Reflectively listen to the response; (3) Identify what's important to each of you; (4) Brainstorm the solutions that meet both of your needs; and (5) Evaluate the solutions, choosing one or more to implement. After a discussion of each of the TRIBE components, this guide discusses using role plays to clarify conflict resolution situations. The sixth grade curriculum, "Overview of Conflict Resolution," follows. The seventh grade curriculum is titled "Listening for Solutions," and the curriculum for grade eight is "Speaking So Others Can Hear." For each grade, 16 lessons are presented. (SLD)

ED 419 044 UD 032 288

Kahn, Alfred J.; Kamerman, Sheila B.
Big Cities in the Welfare Transition. Cross-National Studies Research Program.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 98
NOTE- 260p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Child Welfare; Economic Factors; Elementary Secondary Education; *Federal Legislation; Policy Formation; *Political Influences; *Public Policy; Urban Areas; Urban Problems; *Urban Youth; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Reform Efforts; Welfare Reform

This document reports on the efforts of big cities to confront the new politics of child and family policies in the United States. A 35-member Roundtable was convened in 1995 to analyze the initial impacts of the new federal legislation and assess consequences for urban children. Part I contains some brief remarks about the plight of big cities and the factors that leave them with heavy burdens and limited resources. "Big Cities and the New Federalism" by Margaret Weir offers an analysis of urban problems and possibilities under the new federal approach, and "The Permanent Urban Fiscal Crisis" by Ester Fuchs views the cities' fiscal crises. The final section of Part I reviews policy changes, opportunities, and problems created by Public Law 104-193 and sums up national project conclusions. Part II offers a look at specific cities, focusing on: Philadelphia (Pennsylvania); Baltimore (Maryland); Cleveland (Ohio); New York (New York); Boston (Massachusetts); and Los Angeles (California). Part III presents project conclusions, with messages to other cities and some recommendations. Part III also asserts that the city case studies indicate that there is a new federalism, and that the cities are entering it at a disadvantage. The political weakness of cities is clear, and their economic prospects are uncertain. Cities need a fair deal from their states, as discussed, and they need information about policy and the experiences of other cities if they are to face the new American political era. An appendix lists members of the Roundtable. (SLD)

ED 419 045 UD 032 289

Hutchinson, Earl Ofari
The Crisis in Black and Black.
PUB DATE- 97
NOTE- 219p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

people profiled participate in mentoring programs in U.S. cities, and one is the mentored half of a partnership. Another participated in a tutorial program of great value in the community. One of the profiled leaders is principal of a middle school that participates in the "Lighted Schools" initiative of the McClennan County schools (Texas). The after-school program of this initiative provides enrichment and safe and structured activities for students. Another profiled volunteer has benefited from parent education herself, and is now beginning to help other parents in a school program designed to increase parent participation. Still another volunteer works in an anti-violence campaign directed at school and out-of-school activities. Karen Pittman explores the crucial role young people play in all communities, and describes the guide to community action that has been designed for the middle school student to complement a guide for adults. The Pew Partnership identifies 10 U.S. cities chosen to participate in the Pew Civic Entrepreneur Initiative, which has been established to recruit a diverse array of people to civic involvement and decision making. Specific aspects of community building are examined by Michael Loftin, who discusses an approach to affordable housing in Santa Fe (New Mexico), and Kathryn E. Merchant, who explores the investments of foundations in civic leadership development. The collection closes with the remarks of Samuel D. Proctor about opportunities for civic service. (SLD)

ED 419 063 UD 032 311

Powney, Janet; Furlong, Andy; Cartmel, Fred; Hall, Stuart
Youth Work with Vulnerable Young People. Interchange No. 51.
PUB DATE- 97
NOTE- 12p.; The full report is available from the Scottish Council for Research in Education, 15 St. John Street, Edinburgh EH8 8JR, Scotland, United Kingdom (price on application).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Counseling; Focus Groups; Foreign Countries; *Program Effectiveness; Program Evaluation; Secondary Education; *Secondary School Students; Social Services; *Social Workers; Surveys; *Urban Youth; *Youth Programs
IDENTIFIERS- *Scotland

Research was conducted in Scotland to evaluate the effectiveness of youth work with vulnerable young people, primarily between the ages of 13 and 16. Four complementary methods were adopted: (1) a survey of secondary school students; (2) a series of focus group interviews with young people with experience of youth work; (3) interviews with vulnerable young people; and (4) interviews with key service providers. The research focused on 6 geographic areas of Scotland, 3 characterized by urban poverty and 3 characterized by rural poverty. Findings were that teenagers tended to move away from organized youth activities between the ages of 14 and 16, and that organized youth work appealed the most to those under 14. Participation in sports and other organized activities tended to decline with age as young people enjoyed more casual leisure activities and commercial activities. Young people reported spending a significant portion of their time "hanging around." While nearly 6 in 10 had been a member of some sort of youth group, this percentage declined with age, especially for females. Young people were relatively positive toward youth work, but

DESCRIPTORS- *Clearinghouses; Educational Change; Educational History; Educational Research; Elementary Secondary Education; Higher Education; *Information Centers; Information Dissemination; Institutional Mission; Policy Formation; Program Improvement
IDENTIFIERS- *ERIC

Outlines the evolution of the Educational Resources Information Center (ERIC). Presents an overview of the ERIC system. Discusses ERIC's historical development, including the three "[illegible] [illegible]" at the core of its historical evolution; ERIC's redesign in 1986-87, and resultant policy emphases; current status and eight initiatives for the future. (AEF)

ED 419 [illegible] IR 018 796

Fink, Edward J.
The Transition to Digital Video: What Lessons Have We Learned So Far?
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; Curriculum Development; Educational Equipment; Higher Education; Instruction; Production Techniques; *Video Equipment
IDENTIFIERS- Digital Imagery; *Digital Technology; *Digital Video
Technology; Media Development

Digital technology is changing the environment of media production education. This exploratory study assesses the changes that computers bring to this learning atmosphere. The findings bring video production educators to focus on the critical issues they face as they make the transition to the digital era. Qualitative research methods were used, consistent with the interpretive paradigm. Data were gathered from 48 respondents, all practitioners or educators in media production, using a combination of observations, interviews, and surveys. The findings were collapsed into four broad categories, which were derived from the responses themselves. Digital technology was found to impact: (1) the production process, (2) curriculum, (3) class interaction, and (4) budgeting. Each of these categories was further divided into subtopics for discussion. (Author)

ED 419 [illegible] IR 018 797

[illegible], Laura [illegible]; [illegible], James [illegible]
Students' Notion of Computer Games and Collaborative Processes of Mathematical Knowledge Production.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, [illegible]
DESCRIPTORS- [illegible] [illegible] [illegible]; *Computer Assisted Instruction; *Cooperative Learning; Higher Education; Individualized Study; Learning Activities; *Mathematics Education; *Mathematics Skills; Problem Solving; Skill Development; Thinking Skills; Undergraduate Students

This study examined the collaborative production of mathematical knowledge during computer-mediated learning activities. In particular, it focused on opportunities for undergraduate

PUB DATE- 97
NOTE- 120p.; For Vol. 1 see, ED 346 869; http://www.soemadison.wisc.edu/ccbc
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; *Annotated Bibliographies; Authors; *Childrens Literature; Ethnic Groups; Fiction; Literary Genres; *Multicultural Education; Nonfiction; *Publications; Reading Materials
IDENTIFIERS- *Multicultural Literature

This annotated bibliography represents a selection of children's and young adult books with multicultural themes and topics which were published in the United States and Canada between 1991 and 1996. The term "multicultural": is used to refer to people of color, including Africans, Afro-Caribbeans and African-Americans, American Indians, Asians, Asian Pacific Peoples and Asian-Americans, and Latinos. This second volume follows the overall format of the first "Multicultural Literature for Children and Young Adults," and expresses ongoing partnership and commitment to multicultural literature. An introduction provides a brief overview of the history of multicultural publishing in the United States, noting changes that have taken place in the field since the publication of the first volume. The book is arranged in 16 sections by theme or genre: (1) Books for Babies and Toddlers; (2) Concept Books; (3) Picture Books; (4) Easy Fiction; (5) Fiction for Children; (6) Fiction for Teenagers; (7) Seasons and Celebrations; (8) Folklore, Mythology and Traditional Literature; (9) Historical People, Places and Events; (10) Biography and Autobiography; (11) Contemporary People, Places and Events; (12) Issues in Today's World; (13) Understanding Oneself and Others; (14) The Arts; (15) Poetry; and (16) New Editions of Classic Literature. Each listing includes complete bibliographic information, an annotation, and the recommended age group. Additional information provided in the appendices includes the predominant ethnic/racial background of individual authors and illustrators represented in the bibliography; the ethnic/cultural groups represented in the books; information on resources and awards; and background information on the Cooperative Children's Book Center (CCBC), the University of Wisconsin-Madison, the Equity and Multicultural Education Section of Wisconsin Department of Public Instruction, and the compilers of the bibliography. An author/title index is also included. (AEF)

ED 418 711 IR 057 010

Gillespie, John T.; Folcarelli, Ralph J.
Guides to Collection Development for Children and Young Adults.
PUB DATE- 98
NOTE- 191p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; *Annotated Bibliographies; Childrens Libraries; *Childrens Literature; Information Sources; *Library Collection Development; Library Materials; Nonprint Media; Printed Materials; *Publications; Reading Materials
IDENTIFIERS- Titles

Library Services & Construction Act. LSCA Report for 1996.
Information Partners for the 21st Century.
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Federal Aid; *Grants; Information Services; *Library Funding; Library Services; Program Development; *Public Libraries; Regional Libraries; Shared Resources and Services; State Libraries; User Satisfaction (Information)
IDENTIFIERS- *Library Services and Construction Act; *Michigan

This annual report on the role of the federal Library Services and Construction Act (LSCA) funds in improving Michigan library services presents district-by-district summaries of the state's 1996 LSCA grant program and demonstrates how federal funds have supported a wide range of projects. Grant awards are listed by library in each district, under LSCA Title I Projects: Improving Public Library Services and LSCA Title II Projects: Sharing Library Resources. Quotes from library staff and users on the benefits of various services and resources are included for each district as well. A summary of LSCA awards in 1996 is included for regional and subregional library programs, major urban resource library programs, institutional programs, discretionary grants for public library services (LSCA Title I), and for interlibrary cooperation and resource sharing (LSCA Title III). The Library of Michigan's LSCA Program Goals are outlined, and a map of Congressional Districts (1995) is also provided. (AEF)

ED 418 732 IR 057 034

Library Services and Technology Act. LSTA Report for 1997.
Information Partners for the 21st Century.
PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Federal Aid; *Grants; Information Networks; Information Services; Information Technology; *Library Funding; Library Services; Long Range Planning; Program Development; *Public Libraries; Regional Libraries; Shared Resources and Services; State Libraries
IDENTIFIERS- *Library Services and Construction Act; *Michigan

In the fall of 1996, Congress passed the Library Services and Technology Act (LSTA) as part of the Omnibus Budget Reconciliation Bill. The bill challenges librarians to become more collaborative, encourages resource sharing and cooperation among all types of libraries, and shifts the focus of federal funding to technology. This report describes projects funded under the last year of the Library Services and Construction Act (LSCA) as well as the beginning of the new initiatives undertaken. Grant awards are listed by library in each district under LSCA Title I Projects: Improving Public Library Services and LSCA Title III Projects: Sharing Library Resources. Quotes from library staff and users on the benefits of various services and resources are included for each district as well. A summary of LSCA Title I competitive and non-competitive subgrants awarded in FY 1997 and LSCA Title III subgrants awarded in FY 1997 is provided at the end of the report. The Library of Michigan's LSCA Program Goals are also outlined, and

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Civil Rights Legislation; *Community Colleges; *Disabilities; Models; Nontraditional Students; Program Improvement; School Holding Power; *Student Characteristics; *Student Personnel Services; Student Recruitment; Two Year College Students; Two Year Colleges
IDENTIFIERS- Miami Dade Community College FL

The College Access, Retention, and Employment (CARE) program was a 3-year initiative by Florida's Miami-Dade Community College. CARE was designed: to improve both the delivery and outcomes of postsecondary education for people with disabilities, with a special focus on minority groups, and to disseminate a model, describing the program, including its evaluation to public, urban postsecondary institutions in the United States. This booklet presents background information on and describes components of the CARE model. First, a chart of CARE program components and an introduction to issues related to educating people with disabilities are presented. Next, data are provided on the characteristics of students with disabilities nationwide and laws that ensure their civil rights are described. The first step in establishing a disabilities program, setting up an advisory board, is discussed and important elements in providing support services are reviewed, including establishing a Disabled Student Services Department, making note takers and readers available, providing test-taking accommodations, ensuring access to technology and the library, and providing advisement and tutorial services. Issues related to recruitment are then described, including information on working with high schools and community agencies; providing information to parents; and using videos, recruitment mailings, and the Internet. The next sections focus on making application/registration, advisement/counseling, financial aid, mentoring, and career exploration/job placement services accessible to people with disabilities. Tips for training faculty and staff are provided related to accommodating blind, deaf, physically impaired, and learning disabled students. Also, information on forming consortia and minority issues is included. A 19-item resource list is attached. (Contains 15 references.) (BCY)

ED 418 752 JC 980 215

Baker, Ronald L.
Factor Patterns That Foster or Impede Distance Education in Washington State Community and Technical Colleges.
PUB DATE- 98
NOTE- 172p.; Ed.D. Dissertation, Oregon State University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Administrator Attitudes; Community Colleges; *Distance Education; Educational Technology; *Holistic Approach; *Performance Factors; Program Implementation; State Surveys; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *Washington Community and Technical Colleges

A study was conducted to determine factors that foster or impede the development of distance education (DE) programs. A review negative behaviors were significantly less likely to be noted by teachers in mixed-age than in same-age classrooms. Follow-up ratings of third graders, all of whom were by then enrolled in same-age classrooms, indicated that children who had participated in same-age classrooms were significantly more likely to be rated by their current teachers as aggressive or disruptive. (Contains 76 references.) (KB)

ED 418 772 PS 026 212

Blank, Helen; Adams, Gina
State Developments in Child Care and Early Education, 1997.
PUB DATE- 97
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Advocacy; Child Welfare; Childhood Needs; *Day Care; *Day Care Centers; Day Care Effects; Early Childhood Education; Educational Quality; Federal Aid; Federal Legislation; *State Aid; State Federal Aid; State Government; *State Programs; Welfare Services
IDENTIFIERS- Child Care Costs; Child Care Legislation; *Child Care Needs; Day Care Licensing; *Day Care Quality; Personal Responsibility and Work Opp Recon Act; Project Head Start; Welfare Reform

Access to quality child care is critical to working parents. Prior to the 1996 Personal Responsibility and Work Opportunity Reconciliation Act, states had a significant level of responsibility for child care, and the 1996 welfare reform law further expanded the state's role. This report examines state efforts in child care and early education in 1997 in light of these changes. The major state developments in 1997 are divided into several categories, including: changes in child care funding, reductions in guarantees of child care assistance, changes in child care subsidy policies, developments in quality investments, licensing activities, school-age care, and state prekindergarten initiatives. Following a brief summary, section one of the report addresses state decisions regarding child care funding, including increasing state funding and returning federal funds. Section two addresses child care assistance, including assistance to families below certain income levels, while section three addresses changes in child care subsidy policies, including state reimbursement rates and eligibility issues. Section four addresses actions related to quality and supply, including licensing, regulatory changes, and protection of children. Section five addresses changes in child care administration and efforts to create unified policies. Section six addresses Head Start and prekindergarten initiatives. The final section of the report addresses additional new ideas and developments in early education and child care initiatives. (SD)

ED 418 773 PS 026 262

County Profile of Child and Family Well-Being: 1996 Statewide Summaries.
SPONS. AGENCY- Good Shepherd Neighborhood House, Philadelphia, PA.; Washington State Dept. of Social and Health Services, Olympia.
PUB DATE- 96
NOTE- 224p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive

development by building on children's interests, needs, and strengths within a safe and caring environment. The Step by Step educational partnership developed a series of child-centered teaching manuals for caregivers and teachers in early childhood programs in Central and Eastern Europe. Initially directed at the preschool level, the series has been extended from birth to age 10. This manual (for 6- and 7-year-olds) builds on the series' child-centered preschool program and provides primary grade teachers with lessons, suggestions for extended activities, assessment strategies and forms, thematic curriculum webs, and complete resource and reference lists. The manual's contents are: (1) "Part 1: Presenting the Step by Step Primary Program," includes educating for the 21st century, goals for the program, developmental guidelines, character development, classroom management in the child-centered classroom, ongoing assessment, and family participation; (2) "Part 2: Implementing the Step by Step Primary Program," including distinctive characteristics, literacy, visual arts, mathematics, science, and social studies; and (3) "Part 3: Unifying the Learning Experience," includes integrated learning and an example thematic unit of study on bread. Contains 21 references. (EV)

ED 418 790 PS 026 450

Walsh, Kate Burke
Creating Child-Centered Classrooms: 8-10 Year Olds. Step By Step: A Program for Children and Families.
PUB DATE- 97
NOTE- 394p.; For other publications in the series, see PS 026 447-451.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; *Classroom Techniques; Elementary Education; *Elementary School Curriculum; Experiential Learning; Family Involvement; *Learning Activities; Literacy; Mathematics Education; Science Education; Social Studies; Student Evaluation; Teacher Role; Teaching Guides; *Thematic Approach; Visual Arts
IDENTIFIERS- *Child Centered Education

In child-centered programs children construct their own knowledge from their experiences and interactions with the world around them, and teachers foster children's growth and development by building on children's interests, needs, and strengths within a safe and caring environment. The Step by Step educational program developed a series of child-centered teaching manuals for caregivers and teachers in early childhood programs in Central and Eastern Europe. Initially directed at the preschool level for children ages 3 to 5, the series has been extended from birth to age 10. This manual provides upper primary grade teachers (8-, 9-, and 10-year-olds) with lessons, suggestions for extended activities, assessment strategies and forms, thematic curriculum webs, and complete resource and reference lists. The manual's contents are: (1) "Part 1: Presenting the Step by Step Primary Program," includes educating for the 21st century, goals for the program, developmental guidelines, moving from teacher-dominated to child-centered classrooms, the roles of the teacher in the child-centered classroom, creating child-centered classrooms, ongoing assessment, and family participation; and (2) "Part 2: Implementing the Step by Step attitudes, family satisfaction), and good social adjustment contributed to good personal adjustment (self-esteem and life satisfaction). (Contains 29 references.) (KB)

ED 418 808 PS 026 495

Kanfer, Frederick H.; Englund, Susan; Lennhoff, Claudia; Rhodes, Jean
A Mentor Manual: For Adults Who Work with Pregnant and Parenting Teens.
PUB DATE- 95
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; Adults; *Change Strategies; Child Rearing; Developmental Stages; *Early Parenthood; Infant Care; Interpersonal Communication; *Pregnancy; *Problem Solving
IDENTIFIERS- *Protege Mentor Relationship

Intended for adults working with expectant and new teen mothers, this guide provides techniques and strategies for helping the teen mother develop skills needed to achieve parenting and life goals. The first half of the guide explores the relationship between the adult mentor and teen parent, and steps toward problem solving and positive change. Sections in this first half of the guide deal with: (1) pregnancy; (2) the mentor-partner relationship; (3) the difficulty of communication; (4) rules; (5) feelings; (6) role-playing; (7) negotiating skills; (8) moving toward positive change; (9) beginning to tackle a problem; (10) self-management; (11) step-by-step guide to working on a problem; and (12) avoiding burn-out. The second half of the guide contains fact sheets for the teen parent, categorized in three sections: (1) "What Every Pregnant Woman Should Know," including nutrition, exercise, and health risks; (2) "After the Baby Is Born," including breast- and bottle-feeding, the baby's development, and toilet training; and (3) HIV and AIDS: Essential Information," including facts and fictions about HIV/AIDS, and pregnant women and AIDS. The guide suggests integrating the information from these sheets with the strategies and techniques outlined in the 12 preceding chapters. (HTH)

ED 418 809 PS 026 504

Tierney, Nancy Leigh
Robbed of Humanity: Lives of Guatemalan Street Children.
PUB DATE- 97
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Child Abuse; Child Advocacy; *Child Neglect; Child Welfare; *Childhood Attitudes; Childrens Rights; Family Environment; Foreign Countries; Government Role; *Homeless People; Poverty; *Public Policy; Social Attitudes; Social Problems; Well Being
IDENTIFIERS- *Guatemala

The situation for "street children" has degenerated over the past two decades following the economic and political transitions in much of Latin America. Drawing on scholarly materials, Under the Influence) /DWI (Driving While Intoxicated), AIDS/HIV patients, women, and youth. (SAS)

ED 418 826 RC 021 423

Building Partnerships for Better Communities: Success Stories from Indian Country.
SPONS. AGENCY- Office of Native American Programs (HUD), Washington, DC.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alaska Natives; *American Indian Reservations; *American Indians; Community Education; Community Involvement; *Community Programs; Cultural Maintenance; Federal Programs; Housing; Prevention; *Substance Abuse; Tribes; *Youth Programs

This report describes 18 American Indian and Alaska Native community programs administered by Indian Housing Authorities (IHAs). The programs were funded first by the U.S. Department of Housing and Urban Development's Community Relations and Involvement programs aimed at improving quality of life for housing authority residents, but most IHAs have obtained supplemental funding from tribal and nongovernmental sources. The individual programs highlighted show responses to social and economic isolation, substance abuse, educational needs, employment patterns, job training needs, child care needs, youth needs, community needs, traditional culture, and community values. The programs are located on the Fond du Lac Reservation of Chippewa (Minnesota), Ho-Chunk Nation (Wisconsin), Mississippi Band of Choctaw reservations, Sault Ste. Marie Tribe of Chippewas lands (Michigan), Choctaw Nation (Oklahoma), Cherokee Nation (Oklahoma), Chickasaw Nation (Oklahoma), Standing Rock Reservation (South Dakota), Crow Reservation (Montana), Fort Berthold Reservation (North Dakota), Navajo Nation (Arizona), northern California rancherias, Makah Nation (Washington), Puyallup Nation (Washington), communities of the Pribilof and Aleutian Islands (Alaska), rural villages of Alaska's interior, communities of Cook Inlet (Alaska), and Tlingit-Haida villages of Alaska's southeast panhandle. (SAS)

ED 418 827 RC 021 425

Meehan, Merrill L.
Evaluation of the Monongalia County Schools, Even Start Family Literacy Program. Monongalia County Even Start Program. Parents Are Their Children's First and Most Important Teachers.
PUB DATE- 97
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Literacy; Agency Cooperation; *Family Literacy; Family Programs; Literacy Education; Models; Parent Education; Parents as Teachers; *Preschool Children; Preschool Education; Program Evaluation; *Rural Education; *School Readiness
IDENTIFIERS- *Even Start; *Monongalia County Schools WV

The Monongalia County (West Virgina) Even Start Program begun in 1993 to address family literacy and to prepare children for entrance into school, consists of three interrelated

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conservation Education; *Ecology; Elementary Secondary Education; *Environmental Education; Experiential Learning; Inservice Teacher Education; Instructional Materials; *Outdoor Education; Science Activities; Student Projects; Sustainable Development; *Thematic Approach
IDENTIFIERS- *Ecological Restoration; *Prairies; School Yards; Wisconsin

This packet is composed of several resources for teachers interested in prairie ecology and restoration. "A Guide to Restoration from Site Analysis to Management" focuses on the Prairie/Oak Savanna communities of Wisconsin and takes teachers through the planning and design process for a restoration project on school grounds including site analysis, biotic community selection, species selection, site preparation, plant or seed procurement, planting, post-planting care, and long-term management. The Prairie Activity Guide is a sampler of activities that can be used to embark on a prairie restoration. Activities can be used with K-12 students and cover subjects such as science, mathematics, language arts, social studies, art, and music. Activities are organized into seven units: (1) "Prairie Definition and Introduction"; (2) "Human Habitation and Cultural History"; (3) "Prairie Plants"; (4) "Prairie Insects, Birds and Mammals"; (5) "Ecosystem Interactions"; (6) "Restoration"; and (7) "Integrative Activities and General Strategies." Other items in the packet include a Scope and Sequence pamphlet which categorizes activities according to grade level and subject, plant species lists and range maps, propagation guidelines, seed-collecting dates, bibliographies, resources lists, and a native plant nursery list. (PVD)

ED 418 845 SE 061 291

Balas, Andrea K.; Hariharan, Joya
Cloning: What Are Their Attitudes? A Report on the General Attitudes of a Sample of Midwestern Citizens.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (NARST) (71st, San Diego, CA, April 19-22, 1998). For related document, see SE 061 292.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Biotechnology; Ethics; *Futures (of Society); Higher Education; Knowledge Level; Likert Scales; *Popular Education; *Public Opinion; *Science and Society; Science Education; *Scientific Literacy
IDENTIFIERS- *Cloning; Informal Learning

This study, part of a larger research project, explored the knowledge and attitudes of the general population regarding cloning. Such awareness of the general public's knowledge of important science topics, attitudes toward such topics, and sources from which people retrieve information can help scientific and educational communities develop strategies that foster higher levels of scientific literacy among the public. The sample population contained 156 individuals, 76.3% of which were associated with a college or university. Twenty-five occupations were represented including teachers and students. Results indicated four themes: (1) attitudes toward cloning were not correlated to gender; (2) occupation and academic association were strongly correlated to attitudes; (3)

existing mental models to provide the animal with a name. In this study, pupils between the ages of 4 and 14 are presented with preserved specimens of 6 different animals and asked a series of questions about them. The results indicate that pupils of all ages mainly recognize and use anatomical features when naming the animals and explaining why they are what they are. Older students are more likely to use behavioral and habitat attributes and girls are more likely than boys to refer to features of the head, face, and eyes. For both girls and boys, the home and direct observation are more important as sources of knowledge than school or books, though books are more important for boys than girls. As students age their reasons for grouping animals becomes more complicated. (Contains 17 references.) (DDR)

ED 418 865 SE 061 344

Yen, Chiung-Fen; Huang, Shin-Chieh
The Authentic Learning of Science in Preservice Biology Teachers in an Open-Inquiry Research on Tree Frogs.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; Case Studies; College Curriculum; Educational Strategies; Foreign Countries; *Knowledge Base for Teaching; *Preservice Teachers; Reflective Teaching; Scientific Methodology; Secondary Education; *Student Attitudes

The goal of this study was to understand how preservice biology teachers progress in an open-inquiry research program on the ecological physiology of a tree frog. The project involved students (N=10) in a spring semester and summer workshop. Multiple data sources were established including classroom discussion, group meetings, weekly reflection essays, interview transcripts with students and the instructor, and instructor-produced artifacts. Six intensive cases are used to illustrate understanding of students' views of scientific research over time. Results indicate that most participants think of scientific research as a routine, cut-and-dried process, and they associate the nature of scientific knowledge with the process of deriving it. The participants concluded that the process is as objective and unambiguous as scientific results. Findings also suggest that experimental failure or blind alleys provide invaluable practice in essential laboratory skills and techniques. Contains 32 references. (DDR)

ED 418 866 SE 061 345

Fletcher, Carol L.
National Standards in Science Education: Teacher Perceptions on Utilization.
PUB DATE- 98
NOTE- 34p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructivism (Learning); *Educational Experience;

Science Art: Projects and Activities That Teach Science Concepts and Develop Process Skills. Grades 2-4.
PUB DATE- 97
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Elementary Education; *Elementary School Science; *Hands on Science; Inquiry; *Interdisciplinary Approach; *Learning Activities; Resource Materials; Science Education; Science Process Skills; *Scientific Concepts
IDENTIFIERS- National Science Education Standards

The activities in this collection are designed to help teachers bring the worlds of science and art into the classroom. Each activity is both a hands-on science investigation and an art experience. As students create satisfying art projects, they utilize science skills such as observing, predicting, investigating, and communicating. The projects also reflect the National Science Education Standards. Each project begins with a section called "Science Talk" in which background information explains scientific concepts and processes. This is followed by a materials list, step-by-step directions suggesting grouping for various activities, critical thinking questions, and recording opportunities; management tips; suggested fiction and nonfiction books connected to the topic; and variations and extensions. Activities are divided into the following sections: (1) "Plants and Seeds"; (2) "Animal Adaptations"; (3) "Sky Watch"; (4) "Changes"; (5) "Light, Color and Shadow"; (6) "Exploring Energy"; (7) "Forces and Movement"; and (8) "The Way Liquids Work." Reproducible science journal pages accompanying many activities emphasize science process skills and help students organize data. Sample projects include painting with plants, edible model insects, constellation viewers, color-changing paper chameleons that use an acid and base indicator to change color, pointillist paintings, warm air whirlers, and balancing clowns. (PVD)

ED 418 887 SE 061 390

Discenna, Jennifer L.; Howse, Melissa A.
Biology and Physics Students' Beliefs about Science and Science Learning in Non-Traditional Classrooms.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; Biology; Cognitive Style; *Concept Formation; *Constructivism (Learning); Elementary School Teachers; *Epistemology; Higher Education; Inquiry; Learning Strategies; Misconceptions; Physics; Preservice Teacher Education; Problem Solving; *Science Education
IDENTIFIERS- *Meaning Construction; *Nature of Science

The knowledge that students bring to the classroom has been a well-studied domain. The types of knowledge studied have included content knowledge as well as epistemological beliefs that students hold. This study focuses specifically on preservice elementary education students' understanding of science and science learning as a meaning-making activity. Student reflection books were used to describe these beliefs

"Global Stewardship." The first booklet also includes the principles adopted by the "Rio Declaration on Environment and Development" (1992) and a 10-item reading list. The Teacher's Resource Book contains a day-by-day lesson plan and student activities (5 days). In addition, there is an optional science lesson that examines humanity's impact on the global carbon cycle. An alternative 3-day lesson plan may also by useful. (EH)

ED 418 910 SO 028 792

U.S. Trade Policy: Competing in a Global Economy and Teacher's Resource Book. Revised. Choices for the 21st Century.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 96
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Economic Development; Economics; *Economics Education; *Foreign Policy; Futures (of Society); *Global Education; *International Cooperation; *International Relations; Political Science; Secondary Education; Social Studies

This unit weighs the choices and tradeoffs involved in the interdependence of trade and the goals of U.S. trade policy. The first section of the first booklet is designed to introduce students to how the global economic system developed in the decades after World War II. Part 2 illustrates the impact of trade policy on the lives of four Americans, while part 3 discusses leading trade policy issues. Students research and debate three policy options available to the United States including: (1) "Promote Free Trade"; (2) "Protect American Workers"; and (3) "Chart Our Economic Course." The first booklet also offers the "Description of the North American Free Trade Agreement" (1992). The Teacher's Resource Book contains a day-by-day lesson plan and student activities (5 days). An alternative 3-day lesson plan may also be useful. (EH)

ED 418 911 SO 028 794

In the Shadow of the Cold War: The Caribbean and Central America in U.S. Foreign Policy. and Teacher's Resource Book. Revised. Choices for the 21st Century.
PUB DATE- 95
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; *Foreign Policy; Futures (of Society); *Global Education; *International Cooperation; *International Relations; *Latin American History; Political Science; Secondary Education; Social Studies
IDENTIFIERS- Caribbean; Central America; Cold War; *Latin American Studies

This unit examines the economic and military concerns that have linked the Caribbean and Central America to the United States. The first section of the first booklet reviews the history of U.S. involvement in the region from the mid-1800s to the early

Collaborative: Reflections" (Nancy Fichtmen Dana). Section 3, "What We Know about the Relationship of Professional Teacher Development and Change to Staff Development, School Restructuring, and Teacher Beliefs: Overview and Framework" (Elaine Jarchow), includes (7) "Struggling With Democracy: Implications for Career-Long Teacher Education" (Ulrich C. Reitzug and Mary John O'Hair); (8) "Teacher Centered for Teacher Change" (Stephanine Kadel-Taras); (9) "Adaptive Teacher Beliefs for Continued Professional Growth During Postmodern Transitions" (M. Jayne Fleener and Pamela G. Fry), and a summary, "In Search of Democracy: Reflections" (Elaine Jarachow). Section 4, "Enhancing the Value of Teacher Education Programs: Overview and Framework" (Joanne May Herbert), contains (10) "Becoming Teachers: Minority Candidates' Perceptions of Teaching as a Profession and as a Career" (Zhixin Su); (11) "Theoretical Orientation to Reading and Student Teaching Placement: Three Case Studies in Match and Mismatch Contexts" (Barbara Young); (12) "The Effect of Hypermedia on Reflectivity as Perceived by Students in an Early Field Experience Course" (Sharon L. Gilbert and Jerry Hostetler); and a summary, "Adding Value by Making the Most of What We Have: Reflections" (Joanne May Herbert). An index is included. (SM)

ED 418 930 SP 037 894

Piddocke, Stuart; Magsino, Romulo; Manley-Casimir, Michael
Teachers in Trouble: An Exploration of the Normative Character of Teaching.
PUB DATE- 97
NOTE- 301p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Antisocial Behavior; *Behavior Problems; Behavior Standards; Elementary Secondary Education; *Ethics; Foreign Countries; Homosexuality; Language Usage; *Legal Problems; Lying; Obscenity; Personality; Public Schools; Sex Bias; Sexuality; Substance Abuse; *Teacher Behavior; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- Canada; Extramarital Relationship; Insubordination; Pedophilia; Transsexuals

This book poses fundamental questions about the role of teachers in society. Chapter 1, "Contentious Behaviors," presents four hypothetical cases of teacher behavior (an affair, bare facts, world views in collision, and crossing boundaries). It also discusses the case of trouble, the normative base, teacher role, social drama, a national study, and classification of contentious behaviors. Chapter 2, "A System of Control," discusses controlling public schools, teachers as employees of school trustees, the school board as an instrument of the community, teachers as servants of the state, teacher organizations, boards of reference and arbitration, and the role of the courts. Chapter 3, "Misconducts of Character," discusses abuse of alcohol and other drugs, insubordination or contrary-minded behavior, personal grooming and dress, cruel behavior, use of obscene or vulgar language, and dishonesty. Chapter 4, "Sexual Misconducts," discusses pedophilia, sexual liaisons with students, sexual exhibition or lewdness, extramarital and nonmarital heterosexual relationships, homosexual relationships, transvestism and transexuality, and gender bias. Chapter 5, "Unorthodox Teachings and Unquiet Citizens," discusses unauthorized teaching activities in and out of school, contentious conduct as citizens, and

Hernandez, Adriana
Pedagogy, Democracy, and Feminism: Rethinking the Public Sphere.
PUB DATE- 97
NOTE- 123p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Democracy; Elementary Secondary Education; *Feminism; Foreign Countries; Higher Education; Politics of Education; Social Change
IDENTIFIERS- Argentina; *Critical Pedagogy; Discourse; Reform Efforts

This book provides a shifting interplay of the terms pedagogy, democracy, and feminism around the idea of an emancipatory political project. Chapter 1, "Remapping Pedagogical Boundaries: Critical Pedagogy, Feminism, and a Discourse of Possibility," examines the pedagogical within a discourse of critique and possibility, and discusses the definition of pedagogical practices within broader paradigms that go beyond reproductive approaches, and places those practices within the field of cultural politics. Chapter 2, "Informing Pedagogical Practices: Democracy and the Language of the Public," extends the language of critique and possibility by examining it within the discourse of democracy and addresses democratic theory as a language and exploring the specific radical possibilities it offers for the wider struggle of social change. Chapter 3, "Inhabiting a Split: Feminism, Counterpublic Spheres, and the Problematic of the Private-Public," analyzes public spheres as spaces for democratic pedagogical practices within the particular emancipatory possibilities offered by feminist discourse. Chapter 4, "Re-creating Counterpublic Spheres: The Mothers' Movement in Argentina at the End of the Century," shows how the Mothers' Movement still constitutes an active counterpublic sphere today. Chapter 5, "Taking Position within Discourse: About Pedagogical and Political Struggles," analyzes the rethinking of the pedagogical practices within the university setting and concentrates on the problematic that emerges in the process of theory/discourse distribution and appropriation. Chapter 6, "Conclusion," leaves open the possibilities for further research and theorization. (SM)

ED 418 948 SP 037 913

Henderson, David L.; Renfrow, Raylene
Computers in Schools of Southeast Texas in 1997.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Literacy; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; *Microcomputers
IDENTIFIERS- *Texas

This study examined computer use in southeast Texas schools in 1997. The study population included 110 school districts in Education Service Center Regions IV and VI. These centers serve 22 counties of southeast Texas in the Houston area. Using questionnaires, researchers collected data on brands of computers presently in use, percent of computer literacy among faculty, number of computer labs in the school district, use of networking in labs, and brands of computers by grade level. A total of 56 school districts returned their questionnaires.

ED 418 967 SP 037 933

Loughran, John
Being a Conduit for Learning: Understanding and Interpreting Feedback from Teaching Experiences.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Feedback; Foreign Countries; High Schools; Secondary School Teachers; Student Evaluation of Teacher Performance; Student Reaction; Teacher Educators; Teacher Effectiveness; *Teaching Experience
IDENTIFIERS- Australia; Teaching for Understanding

This paper explores the understanding one teacher constructed of his pedagogy as he taught his high school students using a "PEEL approach" (Baird and Mitchell, 1987; Baird and Northfield, 1992). He returned to high school teaching in order to experience first hand the daily struggles associated with attempting to teach for understanding. He arranged to have a classroom observer give him immediate feedback on his efforts from her perspective as an experienced PEEL teacher as well as offering the students' perspectives on their experiences as a result of discussions with the observer. A researcher worked with him to act as a "conduit" for developing meaning. The researcher and the observer actively framed and reframed events with the teacher during and after his experiences. Data used in this study include the teacher's daily diary, the observer's lesson feedback, students' feedback on lessons, students' written responses to experiences, and students' interview transcripts. The paper provides examples of the teacher's experiences to demonstrate how making sense of a pedagogical situation is enhanced if alternative frames of reference are developed, and that those alternatives are more likely to emerge through collaboration. Dewey's attitudes (open-mindedness, responsibility, and whole-heartedness) displayed and encouraged through the collaborative approach led to both a broadening of the teacher's understanding of his experiences and to an extraction of more substantial meaning from his experiences as a whole; this experience helped him align his beliefs with his practice. (Contains 8 references.) (SM)

ED 418 968 SP 037 934

Freidus, Helen
Narrative Practices: Portfolios in Teacher Education.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Evaluation Methods; Higher Education; *Personal Narratives; *Portfolio Assessment; Preservice Teacher

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Census Figures; *Elementary Secondary Education; *Institutional Characteristics; National Surveys; *Private Schools; Research Methodology; *Research Problems; Sampling; *Statistical Analysis; Tables (Data)
IDENTIFIERS- *Private School Questionnaire (NCES)

In 1987 the U.S. Census Bureau created a universe of private elementary and secondary schools for the National Center for Education Statistics (NCES). This universe has been updated every 2 years through list frame updating and area frame updating. For the list frame updating, lists of private schools are obtained from various associations around the country. The area frame is updated by creating an independent list of all private schools within a nationally representative sample of counties. This document provides an evaluation of the 1993 list frame and area frame updating operations, which are an update of the 1991 operations. Characteristics of the schools identified in the updating are described, and the impact that the list and area frames have on characteristics of the private school universe is described. It is concluded that the list frame updating operation continues to be effective in improving the coverage of private schools. Overall, the list frame updating added 8% to the universe. Results indicate that the combination of the list frame and area frame produces nearly complete coverage for the Private School Survey. Since area frame updating estimated that about 8% of the universe is missing, continuing this area frame updating is necessary to achieve a more complete private school universe. (Contains 20 tables.) (SLD)

ED 418 987 TM 028 266

Scheuren, Fritz; Li, Bonnie
Intersurvey Consistency in NCES Private School Surveys for 1993-94. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 96
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classification; Elementary Secondary Education; *Estimation (Mathematics); *Least Squares Statistics; *National Surveys; Pilot Projects; *Private Schools; *Reliability
IDENTIFIERS- *Private School Questionnaire (NCES); *Schools and Staffing Survey (NCES)

This report provides empirical results of attempts to achieve consistency of estimates between two National Center for Education Statistics (NCES) surveys, the 1993-94 Private School Survey (PSS) and the Schools and Staffing Survey (SASS). Comparisons are made among statistical and computational procedures that may achieve the desired consistency between estimates. An overview describes the problem of consistency and why it matters. Sections 2 through 4 of this report explore the adjustment alternatives, with the main methods described in Section 2. These include the modified generalized least squares (GLS) approach evaluated in a pilot study and the variation of the GLS proposed by I. Olkin (1958). The third section presents results for nine independent applications for each category of the nine-category NCES typology for private schools. Section 4 presents conclusions, summarizing the work done, and making response model is addressed. An adaptive algorithm is proposed that minimizes the (asymptotic) variance of the maximum-likelihood (ML) estimator of a linear combination of abilities of interest. The item selection criterion is a simple expression in closed form. In addition, it is shown how the algorithm can be adapted if the interest is in a test with a "simple information structure." The statistical properties of the adaptive ML estimator are demonstrated for a two-dimensional item pool with several linear combinations of the two abilities. (Contains 1 figure and 15 references.) (Author/SLD)

ED 419 006 TM 028 303

van der Linden, Wim J.; Adema, Jos J.
Simultaneous Assembly of Multiple Test Forms.
PUB DATE- 97
NOTE- 22p.; Portions of this paper presented at the National Assessment Governing Board Achievement Levels Workshop (Boulder, CO, August 20-22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algorithms; Foreign Countries; Higher Education; Linear Programming; *Test Construction; Test Format
IDENTIFIERS- Law School Admission Test; *Parallel Test Forms

An algorithm for the assembly of multiple test forms is proposed in which the multiple-form problem is reduced to a series of computationally less intensive two-form problems. At each step one form is assembled to its true specifications; the other form is a dummy assembled only to maintain a balance between the quality of the current form and the remaining forms. It is shown how the method can be implemented using the technique of 0-1 linear programming. Two empirical examples using a former item pool from the Law School Admission Test (LSAT) are given - one in which a set of parallel forms is assembled and another in which the targets for the information functions of the forms are shifted systematically. (Contains 1 table, 3 figures, and 16 references.) (Author/SLD)

ED 419 007 TM 028 304

van der Linden, Wim J.; Luecht, Richard M.
Observed-Score Equating as a Test Assembly Problem.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Equated Scores; Foreign Countries; Higher Education; *Item Response Theory; Linear Programming; Observation; *Test Construction; Test Format
IDENTIFIERS- Law School Admission Test

A set of linear conditions on the item response functions is derived that guarantees identical observed-score distributions on two test forms. The conditions can be added as constraints to a linear programming model for test assembly that assembles a new test form to have an observed-score distribution optimally equated to the distribution of the old form. For a well-designed item pool, use of the model results into observed-score pre-equating and prevents the necessity of post hoc equating by a conventional observed-score equating method. An empirical example illustrates the use of the model for an item people. The following groups are described: (1) "Africans"; (2) "African Americans"; (3) "Alaskan Americans"; (4) "Asian Americans"; (5) "Haitian Americans"; (6) "Hawaiian Americans"; (7) "Native Americans"; (8) "Puerto Rican Americans"; and (9) "West Indian Americans." Each chapter contains references. (SLD)

ED 419 027   UD 032 269

McDermott, Peter; Rothenberg, Julia; Gormley, Kathleen
The Best Teachers in Low Income, Urban Schools: How Do They Maintain Their Enthusiasm and Excellence?
PUB DATE- 98
NOTE- 23p.; Paper presented at the Ethnography in Education Forum (Philadelphia, PA, March 5-7, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; *Low Income Groups; Poverty; Surveys; *Teacher Attitudes; Teacher Characteristics; Teacher Effectiveness; Urban Schools

The thoughts of 25 highly experienced and exemplary urban teachers from low-income schools about teaching were studied. A survey method was used to examine how they maintained their enthusiasm and excellence in teaching, the effects of the low-income school and community on their instruction, and the skills and attitudes they recommended for new urban teachers. Results indicated that teachers' personal qualities, such as their sense of efficacy with children, their pride at being teachers, and their care for children, are more meaningful to them than their professional memberships and activities. Contrary to expectations, these teachers were not political in their thoughts about education, and they did not display qualities normally associated with the cultural responsiveness that has been so important in recent literature. The results of the study are discussed as to whether the data source is representative of other exemplary urban teachers. Teachers' sensitivity to the political and cultural dimensions of teaching may be partly influenced by the size of the city in which they teach. (Contains 2 tables and 12 references.) (Author/SLD)

ED 419 028   UD 032 272

Carmola, Inge Jacobs
The Effects of Mentoring on Student Growth.
PUB DATE- 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Child Development; Elementary Education; *Elementary School Students; Elementary School Teachers; Interpersonal Relationship; *Mentors; Program Evaluation; Program Improvement; Role Models; Self Esteem; Student Motivation; Tables (Data); Test Results; *Tutorial Programs
IDENTIFIERS- Piers Harris Childrens Self Concept Scale; Wide Range Achievement Test

How students are affected by a mentoring relationship and to what degree were studied over 3 years in the evaluation of a mentoring program that aims to improve student motivation, achievement, and behavior. In addition to a survey of 85

PUB TYPE- Books (010)
DESCRIPTORS- *Black Attitudes; Black History; *Blacks; *Conflict; Ethnic Groups; Futures (of Society); Minority Groups; *Racial Attitudes; *Social Problems
IDENTIFIERS- *African Americans; Afrocentrism

These essays explore why the historic conflict between blacks and whites in the United States has become a crisis that divides many African Americans. The changing racial dynamic is not marked by conflicts. between the black middle class and the poor, black men and women, the black intellectual elite and rappers, black politicians and the urban poor, and black conservatives and liberals. Current themes in black identity and current events are brought together in the following essays: (1) "I Believe in America: Understanding a Clarence Thomas"; (2) "Rethinking the Million Man March"; (3) "The Air Jordan Effect"; (4) "Chasing Conspiracy Shadows"; (5) "O.J. Is Guilty"; (6) "The Five Dilemmas of Black Leaders"; (7) "Farrakhan: The Ultimate Dilemma"; (8) "My Gay Problem, Their Black Problem"; (9) "The Crisis in Black and White"; (10) "Afrocentrism: Whose History To Believe"; (11) "The Concrete Killing Fields"; (12) "Hollywood's Booty Call"; (13) "The Return of the Mau-Mauer"; (14) "Bad as I Wannabe"; (15) "The Fallacy of Talking Black"; (16) "The Continuing Crisis of the Negro Intellectual"; (17) "Black Men, White Women, Black Obsession"; and (18) "Overcoming the Crisis in Black and White." "Our Stockholm Syndrome--A Postscript" emphasizes hope that blacks in America can resolve their conflicting ideals. (Contains 138 references.) (SLD)

ED 419 046 UD 032 290

Porter, Michael
Kill Them Before They Grow. Misdiagnosis of African American Boys in American Classrooms.
PUB DATE- 97
NOTE- 88p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Problems; Black Culture; *Black Students; Diagnostic Tests; *Disadvantaged Youth; Educational Diagnosis; Elementary Secondary Education; Labeling (of Persons); *Learning Disabilities; *Males; Medicine; Parent Role; Public Schools; Racial Discrimination; *Special Education; *Student Placement
IDENTIFIERS- *African Americans; Afrocentrism

This book contends that the American public education system has made "black male" synonymous with "disabled" through the creation of the labels "Behavior Disorders" and "Emotional Disorders." These labels, which say that African American boys cannot behave without special treatment, juvenile probation, and, in many cases, drugs, condemns African American boys to the bottom of the educational ladder. White supremacists in American education are determined to miseducate, and thereby destroy, the minds of African children, especially males. Medication for behavior problems only stigmatizes these children and condemns them to further segregation and poor academic achievement. Multicultural education as it is practiced is no solution; it only pays lip service to acknowledgment of cultures other than the dominant Caucasian culture. The following chapters are included in this book: (1) "Public Law 94-142 and the Creation of Black Monsters"; (2) "The Conning of American African American Parents"; (3)

were not likely to seek guidance or counseling from youth workers. Overall, the most vulnerable young people were the least likely to participate in youth groups, but those who did received benefits and generally spent less time hanging around. The principles of effective youth work identified by the Scottish Inspectorate (education agency) were generally being met, but there were causes for concern in the underutilization of youth services by older teens and the reluctance of these adolescents to seek counseling and guidance. Policy implications are discussed. (SLD)

ED 419 064   UD 032 312

Boyd, William Lowe; Crowson, Robert L.; Gresson, Aaron
Neighborhood Initiatives, Community Agencies, and the Public Schools: A Changing Scene for the Development and Learning of Children. Publication Series No. 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ancillary School Services; Economic Factors; Elementary Secondary Education; *Integrated Services; Neighborhood Improvement; Public Agencies; *Public Schools; *School Community Programs; School Role; *Urban Renewal

There are two contemporary urban reform thrusts working in parallel, one being the move toward coordinated children's services through the public schools (full-service schooling), and the other a press toward the economic and social regeneration of poor neighborhoods. The interest in a much-broadened mission for the public school (toward coordinated children's and family services) has captured attention in American communities nationwide, and the approach is being tested with varying combinations of public and private funding. The services provided by any given project can greatly differ, and projects can vary in their exact locations, from school-based, to school-linked, to community-based. However, it is not unusual for coordinated service efforts to include health clinics and health education, family-assistance/support, family counseling, adult education, parenting education, child care, and youth/family recreation. An alternative paradigm that focuses on community development rather than delivery of services is gaining considerable attention. When these approaches are considered, the choice should not be which way to go, but rather how to manage both. Ideas of importance are: (1) added assistance to families and children, while vital, can fail to reach if the full involvement of parents and the community is not a simultaneous goal; (2) the local school should be recognized as a part of the basic industry of the city, with economic and community-development responsibilities that go well beyond mere delivery of services; and (3) powerful neighborhood revitalization strategies should proceed from the realization that in poor neighborhoods physical, economic, and social, individual and collective, adult and child well-being are all interconnected. (Contains 54 references.) (SLD)

ED 419 065   UD 032 313

Wong, Kenneth K.; Dreeben, Robert; Lynn, Laurence E., Jr.; Sunderman, Gail L.
Integrated Governance as a Reform Strategy in the Chicago Public

students from a large university to collaborate with elementary-age children on commercially available computer games in an urban after-school club. Two types of qualitative data collection techniques were employed: participant observation notes and videotapes of participants interacting at computers. The study focused on two participants, a fourth grader and a third-year undergraduate student. Undergraduate participation in the after-school club was found to play a significant role in scaffolding collaborative activities for children. While many of the strategies for collaboration used by the undergraduates did not necessarily lead to the co-production of mathematical ideas or reasoning, this was not the case for explicit requests for explanations. When children had solved a problem, it was common for undergraduates to ask them what they did to accomplish the task; this resulted in the children giving explanations, although they tended to be brief and provide no evidence of deep understanding of mathematics. Results indicate that it is crucial for differences in problems to be systematically explored given that exploration of the mathematical patterns found in solution strategies provides children with opportunities to construct a deep understanding of [illegible] underlying mathematics. ([illegible])

ED 419 [illegible]   IR 018 [illegible]

Anderson, Terry; Kanuka, Heather
On-Line Forums: New Platforms for Professional Development and
  Group Collaboration.
Pub Date— 97
Note— [illegible]
Language— English
EDRS Price— MF01/PC02 Plus Postage.
Pub Type— Reports - Research/Technical (143)
Descriptors— Adult Education; Community Development; *Computer
  Mediated Communication; *Conferences; *Continuing Education;
  Cooperative Programs; Foreign Countries; Group Discussion;
  Online Systems; *Professional Development; *Teleconferencing;
  World Wide Web

This study investigated the output, level of participation, and perceptions of effectiveness and value among participants in a virtual forum. Twenty-three experts in the field of adult education and community development were invited to participate in a three-week interactive session using a World Wide Web-based, asynchronous computer conferencing system. Data gathered through surveys, interviews, transcript analysis and online discussion revealed that this technology has relative advantage for [illegible], but is perceived by most users as being less satisfying than face-to-face interaction. The online forum was found to be convenient, accessible and relatively easy to use (compared with existing tools), indicating that this technology has potential to become a widespread medium for continuing professional education. (Author)

ED 419 [illegible]   IR 018 [illegible]

CUE Software Clearinghouse Guide, April 1-30, 1998.
Pub Date— 98
Note— [illegible]
Language— English
EDRS Price— MF01 Plus Postage. PC Not Available from EDRS.
Pub Type— Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Instructional Materials (For Learners)
  (051), Guides/Methods/Techniques (For Practitioners) - Classroom
  Use - Teaching Guides (For Teacher) (052)

Designed to assist librarians with collection development, this work identifies, describes, and evaluates more than 800 significant bibliographies of children's and young adult materials. Emphasis is on print and nonprint works published from 1986 through 1996, with some earlier but still useful publications also covered. In addition, special attention is given to such electronic media as CD-ROMs and the Internet. The book is arranged in broad subject categories: (1) Periodicals; (2) Sources for Both Children and Young Adults; (3) Sources for Children (Preschool-Grade 6); (4) Sources for Young Adults (Grades 7-12), and (5) Sources for Professionals. Sections within each provide information on specific topics, such as awards and prizes; authors and illustrators; audiovisual materials; computer technology; free and inexpensive materials; multiculturalism; reading guidance and library programs; and reference books. Annotations indicate scope, purpose, contents, suitability, special features, and general usefulness of each work. Essential and highly recommended titles are noted. A separate section describes sources that are particularly useful in building professional collections for parents and educators. Author, title, and subject indexes are included. (AEF)

ED 418 712 IR 057 011

Fabian, Bernhard
In Close Association: Research, Humanities, and the Library. Buch, Bibliothek, und Geisteswissenschaftliche (The Book, the Library, and Research in the Humanities). Occasional Papers No. 208.
PUB DATE- 98
NOTE- 77p.; Translated and adapted by John J. Boll.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Foreign Countries; *Humanities; Information Retrieval; Information Sources; Library Materials; *Library Services; Literature; Printed Materials; Reference Materials; *Research Libraries; *Users (Information)
IDENTIFIERS- *Germany

Based on Bernhard Fabian's "Buch, Bibliothek, und geisteswissenschaftliche Forschung (The Book, the Library, and Humanistic Research)," this study is a commentary on the relationship between library and user. Discussing the characteristics and requirements of research in the humanities, it stresses the interrelationship between humanities research and the library. The work's ultimate purpose is to call attention to major gaps and shortcomings in Germany's bibliographical institutions with a view toward amelioration. The following chapters are featured: "The Library: Essential Institution for Research in the Humanities"; "Germany: An Example of Divided Bibliographic Responsibility"; "Since No Library Can Own Every Original Record..."; "Meeting the Assault on National Literary Resources"; and "Book and Journal as Media for the Humanities." (Includes and epilogue and 153 references.) (AEF)

ED 418 713 IR 057 013

Lazar, Jonathan; McClure, Charles R.; Sprehe, J. Timothy
Solving Electronic Records Management (ERM) Issues for Government Websites: Policies, Practices, and Strategies. Conference Report on Questionnaire and Participant Discussion.
PUB DATE- 98

a map of Congressional Districts (1997) is provided. Three new electronic library services--AccessMichigan, MEL and SPAN are briefly described. (AEF)

ED 418 733 IR 057 035

Directory of Michigan Libraries, 1997-98.
PUB DATE- 97
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Libraries; Branch Libraries; Depository Libraries; Elementary Secondary Education; Higher Education; *Libraries; Library Associations; Library Networks; *Library Services; Public Libraries; Regional Libraries; Special Libraries; State Libraries
IDENTIFIERS- *Michigan

This directory provides information about various types of Michigan libraries. It is divided into 12 sections: (1) public and branch libraries; (2) library cooperatives; (3) academic libraries; (4) regions of cooperation; (5) regional educational media centers; (6) regional and subregional libraries; (7) Michigan documents depository libraries; (8) federal documents depository libraries; (9) Michigan state agency libraries; (10) special libraries; (11) library associations; and (12) school libraries. Alphabetized in some sections by city and in some sections by titles of organization, each entry includes address, phone and fax numbers, and a contact name, which is most often a director. For many of the listings, telecommunications-device-for-the-deaf (TDD) number and electronic mail address are offered as well. Hours of operation are provided for public and branch libraries, and for many of the academic library listings, web sites are included. Functioning as a search aid, an introductory section features cross-references to city or town listings from many public library names that do not mention or describe the library's location. (AEF)

ED 418 734 IR 057 036

Library Laws Handbook: State Laws Relating to Michigan Libraries.
PUB DATE- 98
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Information Policy; *Laws; *Libraries; Library Policy; Library Services; *Public Policy; State Action; State Government; *State Legislation; State Regulation; State Standards
IDENTIFIERS- *Michigan

This document presents excerpts and copies of state laws relating to Michigan libraries. The following are included: the Preamble of the Constitution of Michigan of 1963; Legislative Council Act (excerpt); Incompatible Public Offices; Freedom of Information Act; Open Meetings Act; Laws, Documents, and Reports (excerpts); Administrative Procedures Act of 1969 (excerpt); Supreme Court Reports; Sale or Exchange of Supreme Court Reports; Furnishing Certain Countries with Laws and Reports; Michigan Handicappers' Civil Rights Act; Elliot-Larsen Civil Rights Act; City Library Employees' Retirement System; The Public School Employees Retirement Act of 1979 (excerpt); Optional Unified Form of County Government (excerpts); The of the literature related to transformation in higher education, technology and learning, and DE was conducted and the history of DE in the Washington State Community and Technical College System was reviewed. In addition, interviews were held with one administrator and one DE practitioner each at five community and technical colleges in Washington. Washington state and institutional documents related to DE were also reviewed. The study revealed the following: (1) the five major factors affecting the development of DE in the colleges were commitment to DE by institutional leaders, technological capacity, the operational and technological support available, faculty and department acceptance, and funding; (2) these five factors were dynamically and interdependently linked in a "whole" system that was greater than the sum of its parts; (3) DE in the community and technical colleges was best advanced by coordinating and balancing these factors, rather than by focusing on any single factor; and (4) factors that may potentially affect DE in the future include issues related to intellectual property, college governance, institutional contracts, state/institutional policies, and accreditation. Appendixes provide principles of good DE practice, a chronology of DE in Washington, a map of Washington technical and community colleges, and a consent form and interview guide. Contains 253 references. (BCY)

ED 418 753   JC 980 221

Barber, Jerry; And Others
State University of New York and City University of New York.
Staff Study: Private Fund Raising at SUNY and CUNY. Report 96-D-1.
PUB DATE- 98
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Comparative Analysis; *Educational Finance; Financial Needs; Financial Policy; Financial Support; Full State Funding; *Fund Raising; Higher Education; Peer Groups; Peer Institutions; School Business Relationship; *School Funds; State Universities; Two Year Colleges
IDENTIFIERS- *City University of New York; *State University of New York

Between March 1996 and November 1997, a study was conducted to determine the level of fundraising performance for both the State University of New York (SUNY) and the City University of New York (CUNY), and to identify the "best" fundraising practices. SUNY and CUNY fundraising results for fiscal year 1995 were compared with those of other higher education institutions, development peers, and academic peers. Results indicated that SUNY and CUNY raised significantly less money than the top-20 higher education fundraisers nationally and also raised less than their development and academic peer institutions. In terms of dollars raised as a percentage of general and educational expenditures, SUNY's fundraising efforts were less successful than those of its peers for all types of campuses in the SUNY system. CUNY's performance was better than that of its development peers at certain campuses but trailed that of its academic peers at all campuses. Individual campus results varied greatly. Best fundraising practices were determined to be the following: making staff and resource commitments, obtaining experience, maintaining

(Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Child Abuse; *Child Health; Child Neglect; *Children; *Counties; Day Care; Delinquency; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Education; Infants; Mathematics Achievement; Prenatal Care; *Social Indicators; State Surveys; Statistical Surveys; Unemployment; *Well Being
IDENTIFIERS- Arrests; *Indicators; *Washington

These 37 Washington Kids Count brochures, one for each of the state's counties and major metropolitan areas, examine statewide trends in the well-being of Washington's children. The reports begin with a statewide summary that points out the discrepancies of children's well-being within the state by area. The statistical portrait is based on three general areas of children's well-being: education, health and safety, and economic well-being. Nine key indicators of child well-being are: (1) eighth-grade math scores; (2) lack of prenatal care; (3) teen pregnancy; (4) child abuse and neglect; (5) juvenile arrests; (6) child poverty and inadequate income; (7) unemployment; (8) child care burden; and (9) average annual wages. Comparison data are presented and trends are analyzed. Also presented are specific county profile data in comparison to other counties. The reports conclude with county and state comparison data and ethnic distribution data. (SD)

ED 418 774 PS 026 266

Bowman, Barbara T.
Math, Science, and Technology in Early Childhood Education.
SPONS. AGENCY- American Association for the Advancement of Science, Washington, DC.; National Science Foundation, Washington, DC.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Forum on Early Childhood Science, Mathematics, and Technology Education (Washington, DC, February 6-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; At Risk Persons; Back To Basics; Educational Theories; Mathematics Curriculum; *Mathematics Education; *Preschool Curriculum; Preschool Education; Science Curriculum; *Science Education; Technology; *Technology Education
IDENTIFIERS- Developmentally Appropriate Programs

Given the social importance of math, science and technology knowledge, the importance of establishing competence in a subject area early, and the link between early experience and subsequent achievement, it is puzzling that math, science, and technology do not have greater prominence in the preschool curriculum. This paper reviews some of the forces and trends that help frame early childhood curricula in these subjects, noting that controversy over teaching mathematics and science in preschools often begins with the conflicting theories of development and learning. The differing theoretical perspectives examined include the constructivist theory; the Romantic view of children rooted in Rousseau's theories; the basic skills approach; the social context perspective; and the developmentally appropriate practices perspective. Each theory offers a different emphasis on science and math. The paper also suggests that some conflict about how and what to teach young children arises from differing beliefs about the future and

Primary Program," includes literacy, visual arts, mathematics, science, social studies, and example thematic units of study on India, weather, wool, and bats. Contains 23 references. (EV)

ED 418 791 PS 026 451

Stolberg, Judith Rothschild; Daniels, Ellen R.
Creating Child-Centered Materials for Math and Science: 3-6 Year Olds. Step By Step: A Program for Children and Families.
PUB DATE- 98
NOTE- 209p.; For other publications in the series, see PS 026 447-450.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Dramatic Play; Early Childhood Education; Elementary School Students; Experiential Learning; *Learning Activities; Literacy; *Manipulative Materials; *Mathematics Education; Music Education; Outdoor Education; Preschool Children; *Science Education; Teaching Guides
IDENTIFIERS- Blocks; *Child Centered Education

In child-centered education programs, children construct their own knowledge from their experiences and interactions with the world around them, and teachers foster children's growth and development by building on children's interests, needs, and strengths within a safe and caring environment. The Step by Step educational program developed a series of child-centered teaching manuals for caregivers and teachers in early childhood programs in Central and Eastern Europe. Initially directed at the preschool level for children ages 3 to 5, the series has been extended from birth to age 10. This manual focuses on creating child-centered activities for 3- to 6-year-old children. The manual provides 2-page descriptions of numerous math- and science-related activities in the following areas: (1) mathematics and manipulatives; (2) science; (3) sand and water; (4) dramatic play; (5) literacy; (6) art; (7) outdoor activities; (8) blocks; and (9) music. Contains 33 references. (EV)

ED 418 792 PS 026 452

Zehnder-Merrell, Jane; Robotham, Michele
Kids Count in Michigan 1997-98 Data Book: County Profiles of Child and Family Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 425p.; For 1996 Data Book, see ED 405 116.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; At Risk Persons; Birth Weight; Child Abuse; *Child Health; Child Neglect; Child Welfare; Counties; Demography; Dropout Rate; Economically Disadvantaged; Elementary Secondary Education; Lead Poisoning; Lunch Programs; Mortality Rate; Outcomes of Education; *Poverty; Prenatal Care; Reading Skills; Safety; *Social Indicators; Special Education; State Norms; State Surveys; Statistical Data; Tables (Data); Violence; *Well Being; Youth Problems
IDENTIFIERS- Arrests; *Indicators; *Michigan; Out of Home Care; Vaccination

interviews with child rights advocates, and the words of the children themselves, this book explores the abuse, limited choices, despair, loyalty, and remarkable survival skills of street children in Guatemala--youths with weak or broken ties to their families, who live and work on the streets and rarely, if ever, return to their homes. The socio-political context influencing the plight of street children is also examined. The work levels an indictment at the Guatemalan government, reciting its acts, its violation of its own laws and constitution, and its miserly allocation of funds for children's welfare. Chapters in the book are: (1) "The Scene," examining the presence of street children in Guatemala, the circumstances that bring them to the street, and detrimental shifts in government during the past 30 years; (2) "A Street Child's Reality," using the stories of and interviews with individual children to explore the home environment that landed them in the streets, and the harsh conditions encountered there; (3) "At the Mercy of the State: Street Children and the Government of Guatemala," contrasting the child protection ideal as proposed by Guatemala's constitution and the reality of government neglect and terror, and exploring the contradictions posed by the country's "Minor's Code" and its juvenile justice policy; (4) "Human Rights and the Guatemalan Street Child," chronicling patterns of abuses involving city and national police as well as harassment and intimidation of child advocate workers; (5) "The Construction of Social Indifference: Shaping Images of Street Children," examining historical, religious, and media models of childhood that encourage the stigmatization of street children and their families-these are contrasted with more favorable Mayan concepts of childhood; (6) "The Silent Majority: The Response of Private Citizens to Street Children," exploring the deeper, more personal motives held by private citizens in Guatemala that may prevent the effective protest of abuse against street children; and (7) "Restoring Humanity," examining ways to improve the well-being of street children, which will require efforts on several fronts to alleviate both the immediate conditions of these children and larger social conditions and attitudes. (HTH)

ED 418 810 PS 026 506

Aidman, Amy; Reese, Debbie
Pocahontas: Problematizing the Pro-Social.
PUB DATE- 96
NOTE- 21p.; Paper presented at the Annual Meeting of the International Communications Association (46th, Chicago, IL, May 23-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indians; Content Analysis; Cultural Images; *Females; Feminist Criticism; Film Criticism; North American History; Role Models; *Stereotypes
IDENTIFIERS- Childrens Films; *Pocahontas (Film); Walt Disney Studios

The Disney film "Pocahontas" appears to be an attempt to respond to growing cultural diversity, calls for multiculturalism, and strong female role models in the United States. This paper provides an analysis of the film, examining how Disney's claims to the creation of positive, pro-social representations of women and Native Americans in "Pocahontas" hold up or collapse when viewed from a critical feminist perspective. The paper approaches: adult education, parenting education, and early childhood education. In June 1996, the program was serving 62 families (mostly low-income) with an average of 2.2 children. The unique feature of the Monongalia program is that it is mainly a rural, home-based program--home visits are the primary service delivery mechanism. This detailed evaluation of the program covers the years 1994-96. The introduction includes the history of the national Even Start program, including its emphasis on families, services to eligible families, and the first and second national evaluations; site specifics, approach, and interagency collaboration of the Monongalia program; objectives of the evaluation; and audience. The section on methodology addresses national evaluation population characteristics, the Monongalia sample study, data collection techniques (adult and child), and the data analysis process. Program component findings cover program model, recruitment, home visits, early childhood education, adult education, parenting education, interagency collaboration, evaluation, and staff development. Among the participants' educational and developmental outcomes, the program was found to have a tremendous impact on school readiness; large impact on adult reading literacy, mathematics literacy, and parenting; and some impact on children's auditory comprehension, expressive communication, and total language development. Recommendations relate to program continuation, improvements, and evaluations. Contains 20 references. Appendices include 1995-1996 program statistics, the home visit report sheet, the innovation configuration matrix (program evaluation model), a staff self-assessment report; and the completed program evaluation standards checklist. (SAS)

ED 418 828 RC 021 483

Mathews, Jerry G.
Predicting Teacher Perceived Technology Use: Needs Assessment Model for Small Rural Schools.
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; *Educational Practices; Elementary Secondary Education; Needs Assessment; Predictor Variables; Questionnaires; *Rural Schools; School Districts; School Surveys; Small Schools; Staff Development; Tables (Data); *Teacher Attitudes; Teacher Behavior; *Technological Literacy
IDENTIFIERS- *Idaho (Southeast); *Technology Utilization

A study to determine the best predictors of teacher technology use in the classroom was conducted for small rural schools in southeastern Idaho. A 40-item survey was completed by 3,500 teachers in 55 school districts. Results indicated that one third to one half of the teachers never actually used technology for any instructional purpose. Over 70 percent of teachers never used the Internet in the classroom. More than one half of the teachers perceived themselves as novices in the use of technology in all items of the survey. Overall, teachers rated themselves as novices in computer literacy. The educational level of the teacher was the best predictor of the teachers' actual use of technology in preparation of instructional material, attendance reporting, and word processing. The number of computers in the classroom was the second best predictor of teachers' actual use of technology.

respondents were concerned about cloning and comments indicate that this pattern may be grounded in a concern about control rather than the need for more research; and (4) respondents who felt that more research was needed had a significantly negative correlation to attitudes toward research on animals, human cells, and bacteria. Likert Scale responses are included in the appendix. Contains 30 references. (PVD)

ED 418 846 SE 061 292

Mascazine, John R.; Titterington, Lynda; Khalaf, Ali K.
Cloning: What Do They Know? A Report on the General Knowledge of a Sample of Midwestern Citizens.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (NARST) (71st, San Diego, CA, April 19-22, 1998). For related document, see SE 061 291.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biotechnology; Ethics; *Futures (of Society); Higher Education; *Information Sources; *Knowledge Level; Mass Media; *Popular Education; *Science and Society; Science Education; *Scientific Literacy
IDENTIFIERS- *Cloning; Informal Learning

This study, part of a larger research project, explored the knowledge of the general population regarding cloning. It also sought to determine where people gather information on cloning. Such awareness of the general public's knowledge of important scientific topics and sources from which people retrieve information can help scientific and educational communities develop strategies that foster scientific literacy among the public. The sample population contained 156 individuals, 76.3% of which were associated with a college or university. Several themes emerged from the study. First, most people realize their knowledge about cloning is limited and inadequate for making informed decisions about it. Second, most people were not able to define cloning completely, especially in words or terms that they were comfortable using. Third, few people were able to relate cloning to all its applications and uses. Fourth, most people were unsure if they used products developed or made from cloning technology. The most frequently reported source of information was television news and magazines; however, in followup interviews, respondents cited libraries and the Internet as resources for the most factual information. Contains 21 references. (PVD)

ED 418 847 SE 061 297

Jones, Leslie S.
The Myth of Meritocracy and Delusions of Equity: Cultural Impediments to Diversity in Natural Science Programs.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Theory; *Employed Women; Ethnography; Higher Education; Interprofessional Relationship; *Minority

Educational Strategies; Elementary Secondary Education; *Knowledge Base for Teaching; *National Standards; Physics; *Science Education; *Teacher Attitudes
IDENTIFIERS- Texas

This study qualitatively examines teacher intentions to utilize national standards as a resource for reform in their classrooms, schools, or districts. The topic is explored in light of recently adopted state guidelines called the Texas Essential Knowledge and Skills (TEKS) in science. The effect that state guidelines have on teachers' professional commitment to the principles of the national standards and their intention to implement and support the systemic changes outlined by the national standards is also explored. The questions that guide the research relate to the beliefs and attitudes of teachers regarding the recommendations of national standards documents; teacher attitudes toward the necessity of national standards for reforming science education in their classrooms, schools, and districts; and the factors that influence teacher intentions to utilize national standards as a tool for reforming science education. Contains 19 references. (DDR)

ED 418 867 SE 061 346

Klepper, Nancy H.; Barufaldi, James P.
The Induction Years: Pathways and Barriers to Effective Practice for the Middle School Science Teacher.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; Educational Strategies; Intermediate Grades; Junior High Schools; *Knowledge Base for Teaching; Middle Schools; *Qualitative Research; Science Education; *Science Teachers
IDENTIFIERS- *Middle School Teachers; Texas

This qualitative study explores philosophies, life experiences, educational preparation, classroom techniques, and perceived limitations that enhance or prevent a feeling of successful teaching practice for six middle school science teachers who have at least one but no more than four years of science teaching experience. The study was conducted in two middle schools in a large school district in South Central Texas. Data were collected using a variety of sources including participant opinion documents, formal and informal interviews and observations, team and science department meetings, field notes, and photographs. Analyses of data resulted in information about personal characteristics and experiences that typify an effective novice science teacher, barriers that discourage teachers from remaining in the teaching profession, classroom techniques that appear to contribute to a successful learning environment, and suggestions to assist the new teacher in coping with the stresses associated with the induction years. (Contains 15 references). (Author)

ED 418 868 SE 061 347

Parsons, Sharon
A Science Education Learning Community Story.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the National

during a 15-week, nontraditional, inquiry-based biology or physics course. A coding scheme was developed to describe the students' beliefs about science and science learning as a meaning-making activity. Using this scheme, beliefs about science were compared with beliefs about learning. Student beliefs of science making were different from their beliefs about science learning, possibly owing to their firmer beliefs about science teaching. In addition, the beliefs that students held about science learning changed during the course. (Author)

ED 418 888 SE 061 399

Miller, Lucy
KidTech: Hands-On Problem Solving with Design Technology for Grades 5-8.
PUB DATE- 98
NOTE- 124p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Design; *Educational Resources; *Educational Technology; *Hands on Science; Intermediate Grades; *Problem Solving; *Science Activities; Science Instruction; Secondary Education; Teaching Methods; Technology Education

Design technology integrates problem solving with an awareness of the effects of technology on society and the environment. This book places problem solving in a realistic context and addresses situations that are meaningful to students. Design technology aims to develop confidence in problem solving and competence in using technology wisely. This book offers mathematics and science education activities for grades 5-8 that integrate design technology into the curriculum. Each step of integration is explained such as the design process, planning and assessment, and basic techniques. (ASK)

ED 418 889 SE 061 400

Jones, Graham A.; Day, Roger
Algebra, Data, and Probability Explorations for Middle School: A Graphics Calculator Approach.
PUB DATE- 98
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; Classroom Communication; *Data Analysis; Educational Resources; Educational Technology; *Graphing Calculators; Intermediate Grades; Junior High Schools; Mathematics Activities; Mathematics Instruction; *Middle Schools; *Probability; *Problem Solving; Standards; Teaching Methods; Thinking skills
IDENTIFIERS- NCTM Curriculum and Evaluation Standards

The National Council of Teachers of Mathematics (NCTM) Curriculum and Evaluation Standards puts great stress on the mathematical processes of problem solving, communication, reasoning, and making connections. NCTM standards also emphasize new and emerging content areas for middle school students such as algebra, data analysis, and probability. This book explores three content areas using mathematical processes advocated by the NCTM standards. Another major thrust of the standards

1960s. Part 2 focuses on the Cuban missile crisis of 1962 and presents a day-by-day account of the Cold War confrontation that brought the world dangerously close to nuclear war. Part 3 follows the course of Cold War politics in the Caribbean and Central America, and explains how the collapse of communism has recast U.S. relations in the region. Students research and role-play three policy options available to the United States, including: (1) "Keep Up Our Guard"; (2) "Extend a Helping Hand"; and (3) "Recognize Our Limitations." The Teacher's Resource Book contains a day-by-day lesson plan and student activities (10 days). An alternative 5-day plan may also be useful. (EH)

ED 418 912   SO 029 306

Tawil, Sobhi, Ed.
Educational Destruction and Reconstruction in Disrupted Societies. Final Report and Case Studies of the Workshop Held on 15-16 May 1997, Geneva, Switzerland, Organized Jointly by the International Bureau of Education and the University of Geneva.
PUB DATE- 97
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Conflict Resolution; Educational Development; Educational Responsibility; Educational Strategies; Foreign Countries; Global Education; Higher Education; *Humanitarianism; *International Educational Exchange; *International Relations; Outcomes of Education; *Public Agencies; Refugees; *Rehabilitation; Retraining; Social Agencies; Social Services; Sociocultural Patterns; Violence; *War
IDENTIFIERS- Cambodia; Colombia; Palestine; Sierra Leone

This volume addresses the dual problems of providing rapid educational responses in global conflict and crisis situations and assessing the role of education in the root causes of these conflicts. Education and training are key components of international relief responses to emergencies resulting from conflicts. Even more important, rehabilitation and reconstruction processes are now seen as "windows of opportunity" to redesign educational systems in view of fostering stability and promoting peace. This report summarizes the conclusions of an international workshop that brought together researchers, national education officials, and representatives of donor agencies in an attempt to address these concerns. The group focused on four case studies chosen to represent crisis situations of different natures. The case studies featured Cambodia, Colombia, Palestine, and Sierra Leone. The general objectives of the workshop included: (1) re-situate current educational concerns pertaining to conflict and crisis situations in a socio-historical perspective; (2) identify the different types of conflict situations (causes, nature of conflict, duration, resolution) and the role of education at various phases before, during, and after such conflicts; and (3) exchange views among national researchers, government officials, and representatives of both public and private development aid agencies on their respective analyses of the role of education and training in crisis situations and the appropriateness of current intervention strategies. The report includes references, statistical and tabular data on each country, and a list of conference participants. (MJP) denominational cause. Chapter 6, "The Normative Character of Teaching," discuses teachers as characters, teachers as professionals, norms of teaching, and teachers in society. Four appendixes present a methodological note; statutory background for boards of reference or equivalent tribunals; statistical summary for British Columbia, Alberta, Saskatchewan, Manitoba, and Ontario; and cases cited. (SM)

ED 418 931 SP 037 895

Terrill, Jerry L.; Connell, Karen
Progress and Impact. A Report of Programs Funded for 1995-96 by the Comprehensive Health Education Act of 1990.
PUB DATE- 96
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; *Comprehensive School Health Education; Curriculum Development; Elementary Secondary Education; Faculty Development; Grants; Health Programs; *Health Promotion; Intermediate Grades; Life Style; Middle Schools; Physical Fitness; Program Evaluation; Smoking; Students; Well Being
IDENTIFIERS- *Colorado; Risk Reduction; Risk Taking Behavior

During the 1995-96 school year, the Colorado Department of Education supported Comprehensive Health Education Programs as authorized by the Comprehensive Health Education Act of 1990. This report summarizes the projects funded under that grant along with additional observations and recommendations regarding the operation of such grants. Grant funds were made available to 15 school districts and 33 schools. Twelve Carnegie Middle Schools received $3,000 each to help meet health and fitness goals. A total of 10 implementation grants for $15,000 and one for $13,725 were awarded. They addressed such areas as staff wellness, peer training, health screening, evaluation, character education, and staff/community/parent training. Four alternative schools received $500 each to help with tobacco prevention and cessation programs. Three planning grants of $7,000 each were awarded to help with curriculum development, establishment of an advisory council, and program evaluation. Two building-level projects of approximately $5,000 each to deal with such issues as pregnancy/AIDS prevention, support for teen mothers, staff training, curriculum improvement, and dental screening. The major demonstration grant for $30,000 went to help one school district in areas such as assessing current comprehensive health programs, promoting staff and community development around health issues and supporting student activities that promote healthy lifestyles. (SM)

ED 418 932 SP 037 896

Shockley, Heide Phillips; Gervascio, Heather; Alexander, Joe
Comprehensive Health Education Act of 1990. 1996-97 End of Year Report.
PUB DATE- 97
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Community Involvement; *Comprehensive

Similar data were gathered over the past decade in southeast Texas schools. Data analysis indicated that the 56 districts used 38,270 computers with a mean of 683 computers per district in 1997, which was up from 86 per district in 1985, 202 in 1989, 323 in 1991, and 436 in 1994. Of the 38,270 computers, 14,198 were Macintosh, 11,364 were IBM clones, 6,696 were IBM, 5,058 were Apple IIe/IIg's, and 954 were other brands. Apple computers were decreasing in popularity at all grade levels. Over half of the teachers were computer literate. There were 14 computer labs per district, and 84 percent of the labs were networked. (Author/SM)

ED 418 949 SP 037 914

Clariana, Roy B.
Smarter Tools, Better Teachers: Applying Neural Network Technology to Curriculum Alignment.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the Society for Information Technology and Teacher Education (9th, Washington, DC, March 11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; Information Networks
IDENTIFIERS- *Curriculum Alignment; *Neural Networks

Neural network based intelligent tools, developed for the national security infrastructure, will soon be available for teachers. Neural network software establishes powerful intuitive connections among words, concepts, documents, and search queries. In the school setting, such a search tool could automatically index textbooks, cross-reference any two sets of standards (e.g, district curriculum and state-mandated tests), and identify videos, library books, Internet sites, and instructional software. Neural network technology can be useful in curriculum alignment, which currently is done either manually or with the help of database engines. Two applications of neural network technology include the VITAL Lesson Planner for teachers and the VITAL ResourceMiner for district level curriculum specialists. These tools allow individuals to utilize and manage volumes of state frameworks, state and standardized test objectives, and instructional resources, with speed and power. There are many possible applications of these tools: states can use them during textbook adoption to independently corroborate the fit of a textbook series to the state's framework; districts can align local curriculum and content standards and benchmarks to state and national standards; schools can verify and adjust instructional coverage to match state mandated tests; and teachers can develop thematic cross-curricular lesson plans. (SM)

ED 418 950 SP 037 915

Henderson, David L.; Henderson, Travis W.
Texas Teachers, Moonlighting, and Morale: 1980-1998.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Education; Story Telling; *Student Teacher Evaluation; Student Teachers; Teaching Methods
IDENTIFIERS- Bank Street College of Education NY; *Conversation; Reflective Thinking

This paper describes the experiences of student teachers and teacher educators at Bank Street College of Education, New York as they use the portfolio process to construct and reconstruct an educational vision through the telling and writing of stories. After describing the use of narrative research in teacher education, the paper explores the ways that story telling enables teachers to: (1) build and rebuild their educational vision out of their actual practice; (2) articulate and document what is personally and professionally meaningful; and (3) describe and analyze their classroom practices in light of their own stories, their mentors' and peers' stories, and stories of scholars in the field. The paper emphasizes the role of conversation in the story-telling process, explaining that conversations about portfolio construction help individuals to reflect and to know themselves more fully. The paper describes portfolio and narrative process, learning through narrative, and caveats regarding narrative practice. Overall, students at Bank Street College demonstrated that the telling of stories and related conversations led them to recognize the importance of articulating their practices and the beliefs behind them. (Contains 15 references.) (SM)

ED 418 969   SP 037 935

Allen, Ruth M.
Impact of Teachers' Recall on the Effectiveness of Their Reflection: Implications for Teacher Educators.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; Elementary Education; Elementary School Teachers; Higher Education; Preservice Teacher Education; *Recall (Psychology); *Reflective Teaching; Student Behavior; Student Teachers; Teacher Behavior; Teaching Experience
IDENTIFIERS- *Reflective Thinking

This study examined the evolution of the accuracy and thoroughness of teachers' recall of their own, and their students', specific classroom behaviors, noting its relationship to the frequency and level of their reflection. Participants of the study were three groups of elementary teachers (four novice student teachers, five teachers with 1-6.5 years of experience, and three teachers with 10-30 years of experience). Teachers were observed and audiotaped teaching for one class period. Detailed notes were taken of specific student and teacher classroom behaviors. A 1-hour structured interview following the observation asked teachers to recall their own, and their students', classroom behaviors. The study compared teachers' recall to the recorded recall, making comparisons across and within groups; interviews were analyzed for common themes. Teachers' elaborations during the interviews were considered their reflections on the behaviors. Only the most experienced teachers exhibited accurate recall. Teachers progressed in thoroughness of recall along different paths and different rates. There was a continuum from general recall that some recommendations. The new Olkin approach represents some improvements on the GLS approach previously tested, but results are not as encouraging as had been hoped. Section 5 presents references, and the algorithms used are illustrated in an appendix (Section 6). (Contains 36 tables, 40 figures, and 49 references.) (SLD)

ED 418 988 TM 028 267

Brick, J. Michael
Undercoverage Bias in Estimates of Characteristics of Adults and 0- to 2-Year-Olds in the 1995 National Household Education Survey (NHES:95). Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 96
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Adults; *Estimation (Mathematics); Individual Characteristics; *Infants; Minority Groups; *National Surveys; Research Methodology; *Sampling; *Statistical Bias; Telephone Surveys
IDENTIFIERS- *National Household Education Survey

The National Household Education Survey (NHES) is a data collection system of the National Center for Education Statistics (NCES) designed to address a wide range of education-related issues. It is a telephone survey of the noninstitutionalized civilian population. This working paper presents information on the potential for undercoverage bias in estimates from the 1995 NHES. Estimates from the 1995 NHES are subject to bias because only households with telephones were sampled. Data from the 1992 October supplement to the Current Population Survey of the U.S. Census are used to evaluate the potential size of the bias of the estimates. The focus in the report is on the statistics for two separate populations: 0- to 2-year-olds who were sampled as part of the Early Childhood Program Participation (ECPP) component and civilian adults who were sampled for the Adult Education (AE) component. The analysis of undercoverage bias shows that the coverage biases for estimates of adult characteristics are not very large, but biases for 0- to 2-year-olds are somewhat larger, yet still relatively small. The coverage bias is small even though some of the differences in characteristics for persons living in telephone and nontelephone households are large. The undercoverage bias for subgroups in the NHES may be more of a problem. In this study, the undercoverage biases for characteristics of Black and Hispanic American 0- to 2-year-olds were generally larger than for all children. For adults, these undercoverage biases were not as large as for children. Overall, however, results support the use of the telephone survey methodology. An appendix presents three tables of study data. (Contains nine references.) (SLD)

ED 418 989 TM 028 268

Kim, Kwang; Loomis, Laura S.; Collins, Mary A.
Comparison of Estimates from the 1995 National Household Education Survey (NHES:95). Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 96
NOTE- 93p.

pool from the Law School Admission Test (LSAT). (Contains 6 figures and 33 references.) (Author/SLD)

ED 419 008 TM 028 305

Vos, Hans J.
Applications of Bayesian Decision Theory to Sequential Mastery Testing.
PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bayesian Statistics; Concept Formation; Cutting Scores; Foreign Countries; Higher Education; *Mastery Tests; Medical Education; *Psychometrics; Test Construction
IDENTIFIERS- *Decision Theory; *Sequential Testing

The purpose of this paper is to formulate optimal sequential rules for mastery tests. The framework for this approach is derived from empirical Bayesian decision theory. Both a threshold and linear loss structure are considered. The binomial probability distribution is adopted as the psychometric model involved. Conditions sufficient for sequentially setting optimal cutting scores are presented. Optimal sequential rules will be derived for the case of a beta distribution representing prior true level functioning. An empirical example of sequential mastery testing for concept-learning in medicine concludes the paper. (Contains 6 tables and 51 references.) (SLD)

ED 419 009 TM 028 306

Vos, Hans J.
A Minimax Sequential Procedure in the Context of Computerized Adaptive Mastery Testing.
PUB DATE- 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; Classification; *Computer Assisted Testing; Concept Formation; *Cutting Scores; Foreign Countries; Higher Education; *Mastery Tests; Medical Education; *Test Length
IDENTIFIERS- Decision Theory; *Minimax Procedure

The purpose of this paper is to derive optimal rules for variable-length mastery tests in case three mastery classification decisions (nonmastery, partial mastery, and mastery) are distinguished. In a variable-length or adaptive mastery test, the decision is to classify a subject as a master, a partial master, a nonmaster, or continuing sampling and administering another test item. The framework of minimax sequential decision theory is used; that is, optimal sequential rules minimizing the maximum expected losses associated with all possible decision rules. The binomial model is assumed for the conditional probability of a correct response given the true level of functioning, whereas the threshold loss is adopted for the loss function involved. Monotonicity conditions are derived, that is, conditions sufficient for optimal sequential rules to be in the form of cutting scores. The paper concludes with an empirical example of a computerized adaptive mastery test for concept-learning in medicine. (Contains 4 tables and 63 references.) (Author)

mentors and 89 teachers, the study examined some objective measures of student achievement for 40 elementary school students before they began the mentoring relationship and after 6 months of mentoring, and these same measures were obtained for a comparison group of 40 students. Measures used were the Wide Range Achievement Test reading and mathematics tests, the Piers-Harris Self Esteem Inventory, and the Behavior Scale. Interviews with 15 mentors and 20 students in the program provided additional data. Survey results show that teachers and mentors generally agree that students showed positive growth, with more growth seen in motivation and confidence, and less in student achievement. No significant differences in achievement test scores were found for students who worked with mentors. Nor were there any significant differences in student behavior measures. Students preferred working in small groups with mentors, and most perceived the program as beneficial. Recommendations are made for program improvement, including increased emphasis on academics if that is decided to be a focus of the program. It is suggested that mentors work with students individually if that is possible, because the personal relationship seemed to be something students valued according to their survey responses. (Contains 9 tables and 36 references.) (SLD)

ED 419 029 UD 032 273

Weiler, Jeanne
Recent Changes in School Desegregation. ERIC/CUE Digest Number 133.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Education; *Court Litigation; Desegregation Litigation; Desegregation Plans; Educational Trends; Elementary Secondary Education; *Equal Education; Inner City; Racial Balance; *School Desegregation; School Resegregation; United States History; Urban Problems; *Urban Schools
IDENTIFIERS- ERIC Digests

This digest discusses some of the major trends and changes that are taking place in school desegregation in the 1990s. One of the most prominent current trends is the increasing number of court cases that release school districts from court supervision of their desegregation efforts (known as granting "unitary" status). A second important trend is increased attention to access to education and the academic performance of minority children. Several pivotal Supreme Court cases during the 1990s have spelled out procedures for court approval of the dismantling of school desegregation plans. These include: (1) Board of Education of Oklahoma v. Dowell (1991); (2) Freemen v. Pitts (1992); (3) Missouri v. Jenkins (1995); and (4) the Connecticut state case Sheff v. O'Neill (1996). When a school district is freed from court supervision, it is often free to send students back to their neighborhood schools. Although many people believe in the concept of the neighborhood school, the reality is that many urban students return to schools that are segregated and inferior. Researchers with the Harvard Project on School Desegregation have found that school

"Paycheck Slavery and the African 'Professional'"; (4) "The Myth of Equality"; (5) "White Female Teacher   African Male Child = Challenge and Promise, Challenge and Hope"; (6) "A Curriculum of Genocide"; (7) "Medicated To Learn, Medicated To Act Right: The Slaughter of African Boys"; (8) "A Comment on Multiculturalism"; (9) "Why Debate Afrocentricity?"; (10) "Pre-Jail"; (11) "The Misbehavior of Some African American Boys"; (12) "Behavior Management through Self-Knowledge"; (13) "The Need for an African Definition of Education"; and (14) "Recommendations." Specific advice is given to help parents work with the schools to secure the best possible education for their sons. (Contains 22 references.) (SLD)

ED 419 047   UD 032 291

Wright, Madeleine E.
Sisters Helping Sisters.
PUB DATE- 97
NOTE- 185p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Youth; Church Programs; *Church Role; Elementary Secondary Education; *Females; *Mentors; Program Development; Program Implementation; *Tutorial Programs; Urban Youth; Values
IDENTIFIERS- *African Americans

This book is a comprehensive guide to the philosophy, organization, and management of a mentoring program for African American girls. It is based on a program sponsored by the Wheeler Avenue Baptist Church in Houston (Texas). This program matches between 25 and 50 young women with Christian women mentors. The program emphasizes Christian values, and adult mentors are drawn from the church membership, something that provides many advantages, including that of stability. Steps in organizing and conducting the mentoring program are outlined, and the uses of rituals, study, symbols, singing, writing, and storytelling are explained, with step-by-step curriculum guides for each monthly program. The following chapters are included: (1) "Spiritual, Psychological, and Global Perspectives"; (2) "The Wheeler Avenue Baptist Church Girls' Rites of Passage Program"; (3) "African American Women"; (4) "Program Management"; (5) "Graduation Requirements"; (6) "Rituals and Ceremonies"; and (7) "Orientations." (Contains 42 references.) (SLD)

ED 419 048   UD 032 292

Kronick, Robert F.; Hargis, Charles H.
Dropouts: Who Drops Out and Why--And the Recommended Action. Second Edition.
PUB DATE- 98
NOTE- 209p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Delinquency; Dropout Prevention; Dropout Research; *Dropouts; *Educational Change; Migrant Youth; *Nontraditional Education; Rural Schools; School Holding Power; Teaching Methods; *Urban Schools; Urban Youth

Part One of this book discusses the curricular cases, curricular changes, needed changes in instructional delivery, and the visible and invisible dropout. Part Two provides new data on

Schools. Publication Series No. 10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrators; Boards of Education; *City Officials; Decentralization; *Educational Administration; Educational Change; Elementary Secondary Education; *Integrated Activities; *Power Structure; Surveys; Tables (Data); Teachers; *Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; Reform Efforts

Decentralization is no longer the dominant reform strategy in the Chicago (Illinois) Public Schools. The Chicago School Reform Amendatory Act of 1995 redesigns the school governance arrangement so that power and authority are now integrated among city officials, school boards, local school councils, and a Chief Executive Officer. To examine how the governance redesign facilitates the administration of the schools, this study uses a comprehensive institutional perspective. A survey questionnaire was developed to evaluate the performance of various key institutional actors: the governor of Illinois, the Democratic and Reupblican lawmakers of the General Assembly, Chicago's mayor, the Board of Education and the Chicago Reform Board of Trustees, the public schools central administration, and the Chicago Teachers' Union. About 100 members of the policy community completed this survey for 2 time periods, and interviews were conducted with 18 central office administrators, 24 principals, and other school board members and administrations. A review of their attitudes concludes that integrated governance shows promise as a strategy to improve urban school systems by reducing competing authorities and allowing the board of education and administrators to implement their educational visions. Appointed administrators often have an advantage over elected officials because they bring management expertise to the school system. Whether integrated governance can be widely adopted in other urban districts depends on many factors. Chicago is the only district where mayoral commitment is highly visible and where political capital is used to improve the system. Further research is needed to better understand how this can work in other urban districts and to identify the crucial components of the redesigned system that are transferable. (Contains 2 figures and 15 tables.) (SLD)

ED 419 066 UD 032 314

Redding, Sam
Quantifying the Components of School Community. Publication Series No. 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 19p.; Reprint from "The School Community Journal," v6 n2 p131-47 1996.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Community Development; *Educational Environment; Elementary Education; Learning;

DESCRIPTORS- Class Activities; Current Events; *Discussion
(Teaching Technique); *Educational Television; Elementary
Secondary Education; Journalism; Mass Media; News Reporting;
Problem Solving; *Programming (Broadcast); Social Studies;
World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom
CNN Newsroom is a daily 15-minute commercial-free news program specifically produced for classroom use and provided free to participating schools. These Daily Classroom Guides are designed to accompany the broadcast, and contain activities for discussing the stories, homework, and other current events topics; each guide also includes world wide web links. A program rundown with segment and program times is provided at the beginning of each daily guide. The topics of top stories for April, 1998 are: President Clinton in Africa (April 1); the judge's dismissal of Paula Jones' civil case against President Clinton (April 2); pilgrims in Mexico making a journey known as [illegible] (April 3); South Korea's welcome of North Korea's proposal for renewed peace talks (April 6); the Muslim trek to Mount Arafat as part of the Hajj (April 7); peace talks in Northern Ireland (April 8); tobacco companies backing out of settlement talks with the United States Government (April 9); President Clinton's visit to tornado victims in [illegible] (April 10); a peace agreement in Northern Ireland (April 13); merger of two banking giants in the United States (April 14); President Clinton's hosting of a town hall meeting focusing on sports and racial issues (April 15); Columbia astronauts' mission to study the nervous system in space (April 16); death of Pol Pot (April 17); Summit of the Americas (April 20); Chinese dissident Wang Dan, exiled to the United States, wanting to return to Beijing (April 21); Earth Day (April 22); possible epidemic of AIDS in southern Africa (April 23); death of James Earl Ray (April 24); flooding in Russia (April 27); United Nations continued sanctions against Iraq (April 28); reprieve for social security and Medicare (April 29); and the 50th anniversary of the birth of the Israeli nation (April 30).

ED [illegible]   CS [illegible]

Harris, [illegible]
An Adapted Model of Curriculum Development for the Department in Journalism.
PUB DATE- [illegible]
NOTE- [illegible]
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Evaluation; [illegible]; *Curriculum Development; Educational Change; Educational Improvement; *Educational Objectives; Higher Education; Instructional Design; Student Evaluation; Teaching Methods; Teaching Models
This paper describes a model adapted from Zenger and Zenger's (1982) ten-step Curriculum Planning Process Model. The adapted version, which was used to revise and update a university-level curriculum in Journalism and Mass Communications, includes the following steps: (1) identify challenges; (2) determine needs; (3) develop role and mission statements and department-level objectives; (4) develop sequence-level objectives; (5) develop course-level objectives; (6) design sequences; and (7) evaluation. The department in which this model was employed was in a state of transition; it was necessary to carefully examine courses and sequences, and articulate purposes and objectives for each in order to [illegible] for change, and develop a

NOTE- 16p.; Findings from the Federal Internet Institute Conference (Washington, DC, April 22, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Archives; Computer Oriented Programs; *Electronic Text; *Federal Government; *Government Publications; Guidelines; *Information Management; Information Policy; Information Sources; Information Technology; Problems; Questionnaires; *Records Management; Surveys; Tables (Data); *World Wide Web

IDENTIFIERS- *Web Sites

The purpose of the conference was to review the current legal issues, policies, and practices in Federal ERM electronic records; learn specific strategies and solutions for managing electronic records on Web sites; exchange ideas and share information for Web site ERM; and contribute to the development of ERM policies and guidelines for the Federal government. At the beginning of the conference, 147 attendees completed a short survey about their views of ERM on government Web sites. Preliminary findings from the surveys were presented at the end of the conference. There was also an open discussion session at the end of the conference for participants to discuss their views on problems and solutions in the ERM of Web sites. This report includes findings from the 22-item surveys and also a summary of the problems and solutions presented at the open discussion session. The text of each survey question is presented with the results. A complete copy of the participant survey is appended. (AEF)

ED 418 714 IR 057 014

Robinson, William C.

Local Government Publications in Tennessee Academic and Public Libraries.

PUB DATE- 98

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Libraries; *Government Publications; *Information Services; Library Acquisition; Library Collection Development; *Library Materials; Library Surveys; *Public Libraries; Reference Materials

IDENTIFIERS- *Tennessee

In 1995, a questionnaire was sent to Tennessee public and academic libraries with book collections of more than 5,000 volumes. The response rate was 48% and the sample included 44 public, 23 four-year academic and 7 community college libraries. Forty-three (56%) of these libraries collect local government publications. While, the earliest collection began in 1890, most started in the 1980's and the 1990's. Collections are typically small--less than 100 items. Municipal codes, annual reports, financial reports, and maps are most likely to be collected. Nearly all libraries with local government collections provide reference and photo duplication service but few will lend these items. Acquisition is the most troublesome aspect of collection development. The two most common reasons for failing to collect local government materials were little local demand and the available of other nearby collections. (AEF)

ED 418 715 IR 057 015

Fourth Class City Act (excerpts); The Home Rule City Act (excerpt); Michigan Renaissance Zone Act (excerpt); Investment of Surplus Funds of Political Subdivisions (excerpts); Credit Card Transactions; Municipal Finance Act (excerpts); Budget Hearings of Local Governments; Uniform Budgeting and Accounting Act; Michigan Election Law (excerpts); General Sales Tax Act (excerpts); Use Tax Act (excerpts); Income Tax Act of 1967 (excerpt); Single Business Tax Act (excerpts); The General Property Tax Act (excerpts); Property Tax Limitation Act (excerpt); Michigan Vehicle Code; Dog Law of 1919 (excerpt); Public Health Code (excerpts); The Revised School Code (excerpts); Library of Michigan Act; Distribution of Penal Fines to Public Libraries; Federal Funds for Library Construction; Library Network Act of 1971; Regional Libraries; The District Library Establishment Act; City, Village, And Township Libraries; Transfer of City Public Libraries; Public Libraries; Bonds; Libraries Under Boards of Education; District Library Financing Act; County Libraries; Township and Village Libraries; Consolidation of Township Libraries; Privately Owned Public Libraries; Public Library Gifts and Donations; Library Commissions; Free Public Libraries; Public Libraries; State Library for Blind; State Aid to Public Libraries Act; The Library Privacy Act; Michigan Historical Commission; Charitable Organizations and Solicitations Act; Michigan Occupational Safety and Health Act (excerpts); Bullard-Plawecki Employee Right to Know Act; Libraries and Lyceums; Nonprofit Corporation Act (excerpts); Marking Counterfeit, Altered, or Worthless Bills (excerpt); Revised Judicature Act of 1961 (excerpts); Disseminating, Exhibiting, or Displaying Sexually Explicit Matter to Minors; The Michigan Penal Code (excerpts); Obscene Material; Disturbance of Religious Meetings (excerpt); and Unauthorized Transfer of Recorded Sound. (AEF)

ED 418 735 JC 980 174

Smith, Albert B.; Stewart, Gloria

The Process of Role Transitioning of New Community College Department Chairs in Texas.

PUB DATE- 98

NOTE- 58p.; Paper presented at the Annual National Conference of the Council of Universities and Colleges (CUC), American Association of Community Colleges (Miami, FL, April 25, 1998).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; *Community Colleges; *Department Heads; *Job Satisfaction; Job Training; Two Year Colleges; *Vocational Adjustment

IDENTIFIERS- Texas

A study was undertaken to develop a profile of department and division chairs appointed during the 1995-96 academic year in Texas institutions of higher education. Survey results were used to determine chairs' perceptions of the transition process into their new roles and to find methods to facilitate that transition. Questionnaires were distributed to 193 newly appointed chairs, requesting information on their characteristics and experiences in making the transitions. Study findings for the community college chairs, based on completed surveys received from 59 individuals, included the following: (1) 71.2% of the new community college chairs were white and 10.2% were black, while 44% were between 50 and 59 adequate records, pursuing prospect research, having annual fund and planned giving programs, and promoting good relations with corporations and foundations. Appendices include report contributors and SUNY/CUNY officials. (YKH)

ED 418 754 JC 980 222

Hilgendorf, Erik J.
Assessment Designs Among Community Colleges.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Outcomes Assessment; *Community Colleges; Educational Assessment; *Evaluation Methods; Higher Education; Partnerships in Education; *Sampling; Self Evaluation (Groups); *Surveys; Testing; Two Year Colleges
IDENTIFIERS- Missouri

This article demonstrates the sometimes compromised techniques involved in data collection and their subsequent reporting capabilities. To illustrate this point, a joint venture between the community colleges of Missouri, the Coordinating Board of Higher Education, and a national testing corporation completed a project assessing student outcomes. Surveys critiqued a wide range of self-reported abilities and attainments from randomly sampled students among the community colleges. The sampling was approximately six to seven percent. Questions concerned college services such as financial aid and advising, and accomplishments such as knowledge acquired and impression of academic offerings. A cursory review of returned survey data showed both the assets and liabilities inherent in sampling, and supported the theory that fractional sampling is likely to be skewed at some level. The project concluded that institutions desiring the most explicit data for self-evaluation should consider the merits of techniques used, the inherent data limitations that accompany those methodologies, and the intrinsic restrictions of interpretation embedded in the assessment instruments of choice. (Contains survey). (EMH)

ED 418 755 JC 980 223

2005: A Report of the Task Force for the Chancellor's Consultation Council.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Community Colleges; Educational Finance; *Educational Planning; Educational Resources; Financial Needs; *Financial Policy; Financial Problems; Financial Support; Institutional Mission; *Long Range Planning; Master Plans; Needs Assessment; Organizational Objectives; Resource Allocation; Strategic Planning; Two Year Colleges
IDENTIFIERS- *California Community Colleges

In order to develop strategies for addressing the challenges of the future and fulfill the "Master Plan"--providing all Californians with unlimited access to postsecondary education--the Board of Governors and the Chancellor of the California Community Colleges created a task force to recommend actions necessary from now until the year 2005. This 2005 Task Force educational needs of citizens of the twenty-first century. The effect of educational quality concerns on preschool science and math is also addressed; generally, questions about standards have led to back-to-basics practices which reject new standards and teaching methods that might include interactive learning and motivation for science and math activities. Finally, the paper explores issues posed by involving high-risk children in math and science curriculum. (JPB)

ED 418 775 PS 026 270

Day, Barbara; Yarbrough, Tracie
The State of Early Childhood Programs in America: Challenges for the New Millennium.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Forum on Early Childhood, Science, Mathematics, and Technology Education (Washington, DC, February 6-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Advocacy; *Child Development; Child Health; *Child Welfare; *Childhood Needs; *Early Childhood Education; Educational Development; Educational Improvement; *Educational Quality; Government Role; Poverty; Well Being; Youth Problems
IDENTIFIERS- Childrens Defense Fund; Developmentally Appropriate Programs; *United States

When compared to other industrialized countries, America ranks first in many areas, including military technology and Gross Domestic Product. However, in areas related to child welfare, America does not rate so high. American youngsters are frequently placed in physical danger and many begin school ill-prepared to learn. In March 1997, the Children's Defense Fund released 20 key facts about American children which illustrate the severe problems facing the youth of America. These facts are addressed in this report in terms of how to combat the problems. The first section of the report addresses the need for early childhood education. This section argues that large investments in education must be made at the early childhood level, noting that this investment has the potential not only to properly prepare children educationally, but to address social problems such as violence and delinquency; promote good health; develop children's social, physical, emotional, and psychological development; strengthen families; and provide a safe and caring environment. The report's second section addresses barriers to high-quality experiences, including poverty, participation rates, and quality of care. The third section addresses challenges for the future, including: providing a caring environment for children; addressing standards of quality; providing developmentally appropriate practice and learning environments; safe environments; engaging children; and an integrated curriculum. Contains 22 references. (SD)

ED 418 776 PS 026 272

Gelman, Susan A.
Concept Development in Preschool Children.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Forum on Early Childhood Science, Mathematics, and Technology Education (Washington, DC, February 6-8, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

This Michigan Kids Count data book for 1997-98 describes the condition of children in each of Michigan's 83 counties. As in previous data books, an overview of general trends in the state and developments in each major area of child well-being are presented. This year's book also displays data for counties arranged into five groups based on metropolitan status and geographic location. Following an introduction focusing on the special issues of immunization and lead poisoning, data are presented for the state and for each county in five areas: (1) economic security (child poverty, free and reduced price lunch); (2) child health (inadequate prenatal care, low birthweight babies, infant mortality, child deaths); (3) child safety (investigations of child abuse or neglect, child abuse and neglect victims, out-of-home care); (4) adolescence (births to teens, teen deaths, index crime arrests, high school dropouts); and (5) education (special education, inadequate reading skills). Overall, the report indicates that child well-being in Michigan declined between the mid-1980s and the mid-1990s, with 13 of the 19 key indicators worsening. Of the six indicators showing improvement, the rates for infant mortality and for child death registered the most significant declines. The report concludes with data notes and sources. (EV)

ED 418 793 PS 026 455

Weill, James D., Ed.; Jablonski, Donna M., Ed.
The State of America's Children Yearbook: 1997.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 97
NOTE- 144p.; For 1995 yearbook, see ED 390 526 and for 1996 yearbook, see ED 398 997.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; Child Abuse; Child Advocacy; Child Development; *Child Health; Child Support; Child Welfare; Day Care; Early Parenthood; Educational Improvement; Elementary Secondary Education; Employed Parents; Family Environment; Family Income; Federal Aid; Federal Legislation; Financial Support; Government Role; Health Insurance; Homeless People; Nutrition; Poverty; Preschool Education; Prevention; *Social Indicators; Social Problems; State Programs; Tables (Data); Victims of Crime; Violence; *Well Being; Youth Problems
IDENTIFIERS- *Indicators

This Children's Defense Fund 1997 report on the state of America's children highlights the critical need for renewed commitment to children by all sectors of society. The introduction discusses Americans' values and presents 25 tips for effective child advocacy. The report then details the following: (1) the impact of welfare reform on children and families; (2) family income, including child support, homelessness, child poverty, and alternatives to welfare; (3) health, including children's health insurance, immunization gains, maternal and child health, and quality of health care; (4) child care and early education, including child care needs and quality, the impact of welfare reform, and local initiatives; (5) food and nutrition, including the impact of food stamp reductions, problems of immigrant children, the Summer Food Service Program, and inadequate funding for Women, Infants, and Children Nutrition Program; (6) children and families in crisis, including child abuse and neglect, foster first looks at the historical background of the film, at what historical information was used accurately and what was omitted or changed, noting the Eurocentric bias of written accounts from the early 1600's from what is now Virginia. A synopsis of the Disney film is then presented. Next, the paper provides a textual analysis of the film, focusing on the construction of the character and her relationships, on the premise that Pocahontas's character sends mixed messages to young viewers: her body is drawn as a mature and sexual woman--an exotic male fantasy--but she is independent and adventurous, a feminist role; she is sensual and in tune with nature, but her heightened spirituality is a stereotype of Native American spirituality; she rejects a dependable man, a hero of her tribe, later choosing the adventure of being with Captain Smith, a dangerous man and one she ultimately cannot have. In the end, she must pay dearly for her strong character traits, by remaining behind when Smith returns to England. The paper's concluding section notes that on the positive side, "Pocahontas" begins to fill a void in film offerings for children with strong female and ethnic role models, and its underlying theme of respect for nature or eco-consciousness is important and timely. On the negative side, however, the film manifests the limitations of a serious cultural critique attempted within a market context; the film also glorifies Native American religious beliefs, which are increasingly exploited for commercial purposes. (HTH)

ED 418 811 PS 026 511

Dalrymple, Jane, Ed.; Hough, Jan, Ed.
Having a Voice: An Exploration of Children's Rights and Advocacy.
PUB DATE- 95
NOTE- 158p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Advocacy; Childhood Needs; *Childrens Rights; Foreign Countries; Juvenile Justice; Learning Disabilities; *Public Policy; *Social Attitudes
IDENTIFIERS- Children Act 1989 (Great Britain); Great Britain; United Nations Convention on Rights of the Child

This book explores the concept of advocacy in British society with regard to children and young people, examining advocacy from a number of different perspectives, and taking into account the UN Convention on the Rights of the Child and legislation that affects children and young people. The three parts of the book examine why young people need an advocate, advocacy and the law, and practical issues related to advocacy. The chapters in the book, three in each section, are as follows: (1) "Advocacy through the Eyes of a Young Person" (Suraya Patel); (2) "An Overview of Advocacy," (Jenni Gomes); (3) "Advocacy and the 1989 UN Convention on the Rights of the Child" (Peter Jenkins); (4) "Why Isn't It the Children's Act?" (Jan Hough); (5) "Why do I Have To Get into Trouble First?" (Diane King and Phil Treseder); (6) "Unheard in Prison: Young People, Crime, and Advocacy" (Declan Kerr); (7) "It's Not As Easy As You Think! Dilemmas and Advocacy" (Jane Dalrymple); (8) "Advocating Self-Advocacy-Partnership To Promote the Rights of Young People with Learning Disabilities" (David Hodgson); and (9) "Advocacy 2000-The Way Forward" (Judith Timms). Each chapter contains references. (HTH)

Educational level was the best predictor of teachers' perceptions of their ability to use technology in preparation of instructional materials, drill and practice, word processing, and use of the Internet. The lower the educational level of the teacher, the higher the perceived ability of the teacher to use technology, indicating that veteran teachers need more staff development and training than newly hired teachers. The second best predictor of teachers' perception of their ability to use technology was gender. Males tended to perceive themselves as having higher ability in technology use compared to females. Appendices include the survey questionnaire and date tables. (TD)

ED 418 829 RC 021 484

Fan, Xitao; Chen, Michael J.
Academic Achievement of Rural School Students: A Multi-Year Comparison with Their Peers in Suburban and Urban Schools.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Differences; *Geographic Regions; Outcomes of Education; *Place of Residence; *Racial Differences; Regional Characteristics; Rural Schools; *Rural Urban Differences; School Surveys; Secondary Education; *Secondary School Students; Socioeconomic Status; Suburban Schools; Tables (Data); Urban Schools
IDENTIFIERS- *National Education Longitudinal Study 1988; Rural Suburban Differences

This study examined the issue of whether any differences exist in school achievement among rural, suburban, and urban school students in four major areas of school learning: reading, mathematics, science, and social studies. Data from the National Education Longitudinal Study of 1988 (NELS: 88), which followed a nationally representative sample of 24,500 students from the 8th to the 12th grade, were used. Performance comparisons among rural, suburban, and urban students were made for the nationally representative samples of 8th, 10th, and 12th graders in four areas of school learning: reading, math, science, and social studies. Performance comparisons were made after adjusting for the potential influence of socioeconomic status. Performance comparison analyses were conducted separately for the four major ethnic groups (Whites, Blacks, Hispanics, and Asian Americans and Pacific Islanders) and separately for public and private school students. In addition, performance comparisons of rural, suburban, and urban students were made separately for the four geographic regions of the United States: the Northeast, Midwest, South, and West. Classifications of rural, suburban, and urban schools, and of geographic regions, were based on the 1980 Census classification of the schools from which the students were sampled. The results showed that students from rural schools performed as well as, if not better than, their peers in metropolitan schools in math, science, reading, and social studies. Contains 70 references and 7 data tables. (TD)

ED 418 830 RC 021 487

Peoples, Glenn
Human and Financial Capital in the Rural Educational Environment: The Effects of Exceeding the Carrying Capacity Threshold on Standardized Test Scores in Rural Indiana.

Groups; Sciences; Scientific Attitudes; Scientific Methodology; *Scientists; *Sex Bias; *Social Bias
IDENTIFIERS- Critical Ethnography; *Culture of Science; Meritocracy; *Women in Science

In an effort to determine why there is continued scarcity of all women and of men of color in the sciences, this study turns the lens of the social sciences onto social aspects of the sciences. Interviews with academic science faculty examined gender and racial/ethnic issues in the professional domain of a variety of scientists for clues as to how the culture of science might influence demographic participation in science programs. As a study of culture with an explicitly sociopolitical agenda, this study adheres most closely to the traditions of Critical Ethnography. Interviews were conducted with 34 practicing scientists sampled demographically across science and applied science fields with respect to sex and racial/ethnic background. The interviewees were half female, half male, half Caucasian, and half people of color (from several ethnic groups). Results indicate that the scientific method and its associated worldview are the most readily identifiable source of the problem of minority representation in the sciences. Scientists believe they can remove subjectivity from their treatment of people, because they are convinced they can do this in their empirical work. Responses, however, in interviews indicate that people in the sciences are not treated equally or equitably. Contains 24 references. (PVD)

ED 418 848 SE 061 299

Duggan-Haas, Don
Two Programs, Two Cultures: The Dichotomy of Science Teacher Preparation.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *College Science; Educational Change; Educational Objectives; Elementary Secondary Education; Ethnography; Higher Education; *Preservice Teacher Education; Science Education; *Science Teachers; Scientific Attitudes; *Scientists; *Teacher Student Relationship
IDENTIFIERS- *Culture of Science; Meritocracy

This paper illustrates the rivalry and dichotomy between science and teacher education programs by describing and contrasting the nature of the two cultures. The two cultures are portrayed through a series of three contrasts: (1) "Weeding Out" vs. nurturing; (2) meritocratic vs. democratic; and (3) masculine vs. feminine. Two studies describing several universities' science programs are referenced extensively for the contrasts. These include the Salish Project which researched the relationship of teacher education programs and the way new science teachers teach, and a study on why science, mathematics, and engineering undergraduate majors change majors at a higher rate than most other undergraduate majors. Both studies describe college science classrooms as places where students are lectured to, competition is fostered, and collaboration is discouraged. Little support from faculty is available or encouraged, and students in introductory science classes are discouraged from continuing science coursework through several selection techniques. In teacher education,

Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *College School Cooperation; *Constructivism (Learning); Elementary Secondary Education; Epistemology; Higher Education; *Science Education; *Science Teachers; Teacher Education Curriculum; Theory Practice Relationship
IDENTIFIERS- *Learning Communities

This paper examines the establishment of a collaborative science education learning community over a five-year period. By assuming a pluralistic theoretical perspective which has been influenced by post-critical theory, postmodernism/poststructuralism, and feminism, focus is placed on the challenges experienced in developing a learning community among student teachers, classroom teachers, and university faculty. A consideration of the role that "scared stories" have in maintaining the established power and knowledge relationships and in maintaining the master narratives in higher education is included. (Contains 26 references.) (Author/DDR)

ED 418 869 SE 061 348

Lightbody, Mary; Jones, Leslie S.
A Comparison of the Efficacy of Different Models of Technology Instruction for Inservice Teachers.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; *Educational Change; *Educational Strategies; Elementary Secondary Education; Faculty Development; *Inservice Teacher Education; Standards; *Technology Education; Urban Programs; *Urban Teaching
IDENTIFIERS- National Science Foundation

To help teachers in urban schools implement technology in their science instruction, two science educators analyzed a number of models for technology training. This paper explores answers to the question of how to design technology sessions so that they are highly valuable professional development experiences for teachers. The models for these training opportunities include sessions for single-skill-level groups, heterogeneous groups, and individual conferencing. The major advantages of each model are presented along with explanations of the difficulties encountered. The analysis of these different models, and the discussion of the process through which the technology sessions were developed and refined, demonstrate ways in which other science educators can support the efforts of science teachers to use computer technology with their students. (Contains 14 references, 2 technology surveys, and a World Wide Web manual.) (Author/DDR)

ED 418 870 SE 061 349

Murfin, Brian; Go, Vanessa

captured in this document is the application of appropriate technology to problem solving activities. This book contains three modules. "Module 1: Algebra" focuses on patterns and relationships as vehicles for developing algebraic reasoning. "Module 2: Data" emphasizes making sense of data through organizing, displaying, and interpreting it in various ways. "Module 3: Probability" incorporates simulations and analyses to determine both experimental and theoretical probabilities associated with real-world problems. (ASK)

ED 418 890 SE 061 401

Berman, Sheldon; Plummer, Gary A.; Scheuer, Don
Investigating Mathematics with PentaBlocks.
PUB DATE- 98
NOTE- 92p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Area; Educational Resources; Elementary Secondary Education; *Geometric Concepts; *Manipulative Materials; Mathematics Activities; *Mathematics Instruction; *Symmetry; Teaching Methods; *Transformations (Mathematics)
IDENTIFIERS- *Perimeter (Geometry)

These classic pattern blocks were introduced in the early 1960s as part of the Elementary Science Study materials developed by the Educational Development Center (EDC). The six classic shapes share one common characteristic: all of the angle measurements are multiplies of 30 degrees. Shapes include the regular triangle, square, and hexagon; the isosceles trapezoid or "half-hexagon"; the 60-degree and 120-degree rhombus; and the 30-degree and 150-degree rhombus. This book contains 20 sequential activities which involve perimeter and area, angles and similarity, and symmetry operations and tiling. (ASK)

ED 418 891 SE 061 402

Ham, Jan
Designing Playgrounds. Math Project Series.
PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Building Design; Elementary Secondary Education; *Experiential Learning; Geometric Concepts; *Interdisciplinary Approach; Learning Activities; Mathematics Instruction; *Playgrounds; Science Instruction; *Social Studies; Spatial Ability

This book presents architectural design activities for students to utilize skills in mathematics (geometry, measurement, estimating, and scale), science (materials and engineering), and social studies (surveys, contracts, community planning, and social interaction) to create a playground and to clearly express their ideas about space and play. The sequence of activities requires 11 to 12 classroom hours and covers 2 to 3 weeks to complete all phases of the project. The curriculum plan accommodates indoor and outdoor activities and a 7 hour classroom sequence as opposed to the aforementioned 11 to 12 hour sequences. (ASK)

ED 418 913 SO 029 308

Hanson, Katherine
Gender, "Discourse," and Technology. Center for Equity and Diversity Working Paper 5.
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Attitudes; *Computer Uses in Education; Cultural Context; *Discourse Analysis; *Educational Discrimination; Educational Environment; Educational Technology; Elementary Secondary Education; Females; Feminism; Males; Sex Differences; *Sex Discrimination; *Social Class; Social Stratification; Socialization; Student School Relationship; *Technology Education

This paper identifies and discusses the connections between the way individuals frame their world based on the language they use and the impact of language and stereotyping on the perception that computer technology is primarily for certain individuals. The study explores how some of the dimensions of the language of computers and technology, computer culture, and computer-based activities are inextricably linked to the language and culture of mathematics which has framed a particular way of thinking about computer technology. The document discusses an array of anecdotal evidence and research findings supporting the contention that technology education carries with it the biases and beliefs of the society in which it operates. The use of computers often exacerbates inequities for students of color and poor students rather than act as an educational panacea. However, a broad understanding of this cultural context can be used to begin to change the culture of the classroom and school to respond better to the educational needs of the broad range of students who traditionally do not succeed. Questions are raised regarding, how to make technology engaging for both males and females and how can a new approach to technology support a democracy? The document concludes with a number of approaches to creating classroom changes. These include increasing the opportunities for girls to engage in technology-related activities, working with more collaborative activities, giving students' more control over the activities that they work on, and changing patterns of discourse. (MJP)

ED 418 914 SO 029 318

Davis, Meredith; Hawley, Peter; McMullan, Bernard; Spilka, Gertrude
Design as a Catalyst for Learning.
PUB DATE- 97
NOTE- 323p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Active Learning; *Architecture; Art; Building Design; *Built Environment; Creative Thinking; *Curriculum Development; *Design; Educational Change; Elementary Secondary Education; *Problem Solving; *Visual Arts

This book presents findings of a 1993 study of how design in the curriculum helps students achieve national educational objectives. It also explores opportunities for expanding the role design can play in students' academic lives. Results of the 1993 study reveal how the use of design experiences in

School Health Education; Curriculum Development; Elementary Secondary Education; Grants; Health Programs; *Health Promotion; Physical Fitness; Program Evaluation
IDENTIFIERS- *Colorado; Risk Reduction; Risk Taking Behavior

This 1996-97 end-of-year report presents data from the Colorado Department of Education on their Comprehensive Health Education Programs, which was a response to the Colorado Comprehensive Health Education Act of 1990. During the 1996-97 school year, 54 projects were funded in school districts across the state to promote health education, reduce risk, and improve academic performance. The 54 programs and their local Health Advisory Councils worked to develop a comprehensive approach to health in their communities. This report summarizes the distribution of grant funding and primary trends across grantees with regard to: local collaboration; integration of comprehensive health education (CHE) with other school health and prevention initiatives; stories and anecdotes from grantees; outcomes for students; outcomes for the school/district/BOCES; and outcomes for the community. Overall, 28 CHE grants were awarded, with 23 going to school districts, one demonstration grant continuing for the 5th year, 2 BOCES grants, and 2 individual school grants. The report notes challenges and barriers to success, focusing on process barriers, implementation barriers, resource barriers, and evaluation barriers. (SM)

ED 418 933 SP 037 897

Sammann, Patricia
Active Youth. Ideas for Implementing CDC Physical Activity Promotion Guidelines.
SPONS. AGENCY- Centers for Disease Control and Prevention (DHHS/PHS), Atlanta, GA.
PUB DATE- 98
NOTE- 157p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Health; *Community Programs; Comprehensive School Health Education; Elementary Secondary Education; *Health Promotion; Life Style; Parent Responsibility; *Physical Activities; Physical Activity Level; *Physical Education; Program Development; Well Being
IDENTIFIERS- Centers for Disease Control GA; Risk Reduction

This reference book provides 20 real-life examples of how to implement the "Guidelines for School and Community Programs to Promote Lifelong Physical Activity among Young People," developed by the Centers for Disease Control and Prevention (CDC). The book also summarizes the CDC guidelines. Based on the recommendations from national policy documents, 16 experts, and 38 organizations related to medicine, physical activity, and education, the guidelines make a case for the need to promote physical activity among young people. The information is presented as 10 broad recommendations for schools and community programs, each followed by a more detailed description. Part 1 of this book highlights the CDC guidelines, offering background information on why they are needed and a complete listing of the guidelines and supporting recommendations. Part 2 presents the stories of 20 successful physical activity programs nationwide that represent a wide range of settings and target audiences. Each story explains how the program began, who started it, and what it took to get it

DESCRIPTORS- Elementary Secondary Education; *Job Satisfaction; *Multiple Employment; Part Time Employment; *Public School Teachers; Public Schools; *Teacher Attitudes; *Teacher Characteristics; *Teacher Morale
IDENTIFIERS- Texas

This paper is the 10th in a series of biannual surveys of Texas public school teachers that began in 1980 to examine teacher characteristics (including their feelings about moonlighting). Participating teachers were selected using a computerized systematic sample from a population of 100,000 members of the Texas State Teachers Association. For the 1998 survey, researchers mailed questionnaires to 699 teachers, and 312 teachers responded with usable surveys. Results indicate that the average Texas teacher is a 45-year-old female, is making a salary of $34,572, is married with a working spouse, has a bachelor's degree, is not the family breadwinner, teaches elementary school in a suburban district, and has 16.2 years of experience. About 40 percent of the teachers are seriously considering leaving the profession. Around 35 percent work in the summer making $2,526, and 34 percent moonlight during the regular school year making $3,440 while working 11.5 hours per week. Nearly 90 percent of the teachers pay health insurance in the amount of $144 per month. Over 60 percent of the teachers believe that moonlighting is detrimental and would like to quit while believing that the quality of teaching is better than it was 5 years ago. (Contains 4 figures, 5 tables, and 7 references.) (SM)

ED 418 951 SP 037 916

Westheimer, Joel
Among School Teachers: Community, Autonomy, and Ideology in Teachers' Work.
PUB DATE- 98
NOTE- 172p.; Foreword by Larry Cuban.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community; Educational Change; *Elementary School Teachers; Intermediate Grades; Interpersonal Relationship; Junior High Schools; *Middle Schools; *School Restructuring; *Secondary School Teachers; Social Networks
IDENTIFIERS- *Middle School Teachers; *Professional Community

This book discusses a study of teacher communities in two middle schools. Chapter 1 examines community and teachers' work, highlighting what a teacher community is, the theory and practice of community, problems in constructing a theory of community, and reform efforts to build teacher professional communities. Chapter 2 describes the efforts of faculty and staff at Louis Brandeis Middle School which serves a diverse student population with a broad range of economic backgrounds. The school is undergoing structural reorganization in response to the growing national movement of middle schools. Chapter 3 discusses C. Wright Mills Middle School's teacher community. The school, which is also very diverse, closed and reopened in 1984 with a mostly new administration and teaching staff. Then, 5 years later, it underwent another series of restructuring efforts. Chapter 4 discusses distinguishing features of the two schools' teacher professional communities and reexamines common practical and theoretical understandings of teacher community. The chapter suggests that the mainstream reform rhetoric around teacher professional community is so broadly employed and dominant that it masks the enormous differences between the lacked thoroughness through very specific and thorough recall to general and apparently less thorough recall. Reflection on personal teaching experiences was necessary for the development of thoroughness. When years of experience were equal, more reflective teachers exhibited more thorough recall. When the consistency and frequency of reflection were relatively equal, more experienced teachers demonstrated more thorough recall. (Contains 31 references.) (SM)

ED 418 970 SP 037 936

Thayer-Bacon, Barbara J.; Arnold, Stephanie; Stoots, Jason
Identification of Caring Professors in Teacher Education Programs.
PUB DATE- 98
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; College Students; Educational Research; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Student Attitudes; *Student Evaluation of Teacher Performance; Teacher Attitudes; Teacher Characteristics; *Teacher Educators; Teacher Evaluation; *Teacher Student Relationship
IDENTIFIERS- Bowling Green State University OH; *Caring

This study involved developing a method for identifying caring teachers/professors in pre-service teacher education who can then be further studied as part of research on caring. For three semesters, the study gathered nominations from students in their last semester at Bowling Green State University, Ohio. A total of 417 students responded (42 percent response rate) to requests to make nominations of caring professors from the pool of teacher education professors. The study also requested nominations of caring professors by the faculty in the College of Education and Human Development and by faculty connected to the teacher education program. A total of nine percent of the faculty responded. All faculty in the four largest departments involved in teacher education were asked to submit one academic year's scores for selected questions from the standard teacher evaluation forms completed by students at the end of each semester for individual course instruction. Results indicated that teachers who were nominated as caring by their students had high teacher evaluation scores. Students identified 32 percent of the total faculty of the College of Education and Human Development as caring. Some of the results indicated that there was a high rate of nomination in the music education and art education departments, and that students were much more responsive to the request for nominations than were faculty. (Contains 34 references.) (SM)

ED 418 971 SP 037 937

Wragg, Edward C.; Wragg, Caroline M.
Classroom Management Research in the United Kingdom.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; *Census Figures; Comparative Analysis; *Early Childhood Education; *Estimation (Mathematics); *National Surveys; Participation; Tables (Data); *Validity
IDENTIFIERS- *National Household Education Survey

This report compares selected estimates from the two components of the 1995 National Household Education Survey (NHES:95) with estimates from other survey data. The two different components of the NHES:95, the Adult Education (AE) and the Early Childhood Program Participation (ECPP) components, cover a variety of topics related to participation in educational activities for adults and children. The various data sources (National Center for Education Statistics surveys and U.S. Census figures) used in this comparative report were chosen because they included recent topical information and populations as similar as possible to those in the NHES:95. Similarities and differences between estimates from the NHES:95 and other sources are discussed. Estimates from the NHES:95 AE component for participation rates in adult education are generally higher than those of previous data collections for the NHES, but for demographic characteristics, employment, and labor force status, the estimates are generally very similar to those for the Current Population Survey of the Census. Estimates from the NHES:95 regarding children's early educational experiences and participation in nonparental care and programs are generally quite similar to comparable estimates from other surveys. Differences that were observed were primarily attributed to differences in the wording of questions or in operational definitions. An appendix presents, in table form, a summary of the comparative data sets. (Contains 24 tables and 11 references.) (SLD)

ED 418 990 TM 028 274

Reineke, Robert A.
Challenging the Mind, Touching the Heart: Best Assessment Practices.
PUB DATE- 98
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; *Educational Assessment; Educational Environment; Educational Practices; Elementary Secondary Education; Grading; *Instructional Effectiveness; Performance Based Assessment; Scoring; *Student Evaluation; Teaching Methods; *Test Use

This book is designed to help educators consider how assessment relates to instruction and recognize how assessment affects student learning. It intends to encourage teachers to establish a climate in which students can safely seek and use assessment information. A basic assumption is that learning occurs best in a positive setting, one that treats "mistakes" as a normal and temporary condition. The opening chapter describes assessment for learning as different from assessment used for other purposes. Ten assessment principles and five dimensions of assessment information are offered, as well as a general

ED 419 010 TM 028 307

Maryland Public School Enrollment by Race/Ethnicity and Gender and Number of Schools, September 30, 1997.
PUB DATE- 98
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Elementary Secondary Education; *Enrollment; *Ethnic Groups; *Public Schools; *Racial Differences; Sex Differences; Tables (Data)
IDENTIFIERS- *Maryland

This report presents the enrollment data reported by Maryland public schools as of September 30, 1997. This information categorizes the data by race/ethnicity, gender, and grade level. Enrollment in Maryland public schools continues to escalate. Since 1990 enrollment has increased from 715,000 to nearly 831,000, an increase of 16%. This increase has occurred mostly in grades 7 to 12. The secondary school increase has been 21%, and the elementary increase has been 13%. Tables in this report present information about the 425,282 male and 405,462 female students in membership in the Maryland schools. The racial composition of this student body has changed since 1990, and the number of schools has risen. Currently, 1,297 public schools report information on numbers of students, their racial and ethnic composition, and numbers of schools by grade organization. This information is summarized in 28 tables. (SLD)

ED 419 011 TM 028 308

Nonpublic School Enrollment, State of Maryland, September 30, 1997.
PUB DATE- 98
NOTE- 41p.; For 1996 edition, see ED 411 295.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Elementary Secondary Education; *Enrollment; *Private Schools; Tables (Data)
IDENTIFIERS- *Maryland

Staff at the Maryland State Department of Education annually summarize the enrollment statistics for nonpublic schools in the state under state authorization. Each August, enrollment surveys are sent to nonpublic school systems registered with the state. In 1997, the response was 97.4%. The list of schools surveyed includes both accredited and church exempt entities serving children in prekindergarten through grade 12. It does not include schools providing only religious education, day care facilities, or children being home-schooled. The number of students in nonpublic schools continues to increase. There were 170,285 students reported in this year, compared with 165,690, an overall increase of 2.8%. The largest nonpublic school populations are in Montgomery and Baltimore counties, which together represent 43% of the total nonpublic enrollment. The following tables are included: (1) nonpublic school enrollment and graduates; (2) Catholic school enrollment and graduates; (3) non-Catholic school enrollment and graduates; (4) nonpublic school enrollment by grade; (5) Catholic school enrollment by grade; (6) non-Catholic school enrollment by grade; (7) nonpublic school enrollment; (8) graduates of nonpublic schools; (9) number of nonpublic schools; (10) number of segregation has increased steadily over the past 15 years, particularly in nonsouthern states. It is clear that desegregation has little relevance for many of the nation's largest cities. A number of urban districts are one-sixth or less white, and lack enough white students to desegregate meaningfully. Even within desegregated schools, many argue that segregation still exists under the guise of tracking. Concern about the achievement gap between minority and white students will probably lead to an era of desegregation cases that focus on within-school integration. Monitoring equity within schools has been difficult, and has sparked interest in measures of equity, including those of achievement, extent of special education, grade retention rates, access to services, and other institutional characteristics. The best hope for plaintiffs who wish school districts to continue under court supervision is to focus on the issue of "educational vestiges," such as within-school segregation and the academic performance gap between minorities and whites. Efforts to improve the education of students of color must focus on effective school reform regardless of whether or not a school is physically desegregated. (Contains 13 references.) (SLD)

ED 419 030 UD 032 274

Baker, Amy J. L.; Soden, Laura M.
The Challenges of Parent Involvement Research. ERIC/CUE Digest Number 134.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Policy; *Educational Research; Elementary Secondary Education; Literature Reviews; Parent Child Relationship; *Parent Participation; Parent School Relationship; Research Design; *Research Methodology; Research Problems; *Urban Schools
IDENTIFIERS- ERIC Digests

Most practitioners and researchers support the educational policy direction of increased parent involvement, but few agree about what constitutes effective involvement. This digest, based on a critical evaluation of over 200 research studies, briefly reviews findings from parent involvement research to date, discusses their validity and utility, and proposes critical questions for future researchers in the field to consider. While methodological limitations are prevalent in the majority of parent involvement research, the sound studies that do exist have consistently found strong parent involvement effects. The methodological limitations include use of nonexperimental design, lack of isolation of parent involvement effects, inconsistent definitions of parent involvement, and nonobjective measures of parent involvement. The literature does suggest the importance of these specific types of parental involvement, among others: (1) provision of a stimulating literacy and material environment; (2) high expectations and moderate levels of parental support and supervision; (3) appropriate monitoring of television viewing and homework completion; (4) participation in joint learning activities at home; (5) emphasis on effort over ability; and (6) autonomy promoting parenting practices. Recommendations are made for delinquency and dropouts, alternative centers for learning, noncurricular changes, immigrant and seasonal farm workers, and current prevention practices. This book is directed at teachers, school administrators, educational policymakers, and anyone concerned with dropout prevention. The programs and strategies outlined in this edition not only provide positive direction, they can improve the educational quality in any school system. This second edition adds new materials on migrant children, an alternative school in a small rural county, family resource centers in rural areas of a southern state, and material that assesses what has transpired regarding dropouts since 1990 and the publication of the first edition. (Contains 1 figure and 158 references.) (SLD)

ED 419 049 UD 032 293

O'Brien, Sara Talis
A Teacher's Guide to African Narratives. Studies in African Literature.
PUB DATE- 98
NOTE- 122p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *African Literature; Authors; Black Culture; *Black Literature; *Course Content; English; *Fiction; Foreign Countries; *Personal Narratives; Secondary Education; Social Studies; Teaching Methods; Urban Schools
IDENTIFIERS- Africans

This guide is designed to help secondary school teachers include African literature in their classes. It furnishes English and social studies teachers with a foundation for teaching African literature by offering critical commentary on the texts themselves. A synthesis of anthropological and historical material is presented to help both teachers and students understand the complex issues raised in the selected texts. The guide provides author biographies and annotated bibliographies for those wishing to explore the aesthetic, political, and cultural concerns that have motivated these African authors. The texts covered are: (1) "Things Fall Apart" (Chinua Achebe); (2) "The Joys of Motherhood" (Buchi Enecheta); (3) "Songs of Lawino" and "Song of Ocol" (Okot p'Bitek); (4) "A Grain of Wheat" (Ngugi wa Thiong'o); (5) "When Rainclouds Gather" (Bessie Head); and (6) "Time of the Butcherbird" (Alex La Guma). (SLD)

ED 419 050 UD 032 294

Witt, Peter A.
Evaluation of the Totally Cool, Totally Art Program, Austin Parks and Recreation Department.
SPONS. AGENCY- Texas Univ., Austin. Hogg Foundation for Mental Health.; National Recreation and Park Association, Arlington, VA.
PUB DATE- 97
NOTE- 36p.; Funding also provided by the Austin Parks and Recreation Department.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *After School Programs; Art

Parent Attitudes; *Parent Participation; *Principals; *School Culture; Tables (Data); *Values

This study began as an attempt to establish a baseline to evaluate a project to build school community. A School Community Survey was administered to parents and teachers in seven demonstration schools (six elementary and one middle school), and the principals of these schools completed a needs assessment. A total of 168 teachers and 945 parents completed the survey. Survey results show that most parents (86%) attend the open house and 76% attend the parent-teacher conferences. The reasons for analyzing data gathered from parents, teachers, and school principals were threefold: to provide each school a data-based way to proceed, information for building a stronger school community and forassessing its progress, to establish a baseline for evaluation of a project of the Laboratory for Student Success, and to begin the compilation of a data base that will eventually yield normative standards that will serve as indicators for schools in such previously subjective areas of school improvement as parental involvement, the curriculum of the home, and the strength and focus of a school community. About one-third of parents report involvement in some school activity, but the level of involvement drops with middle school. Parent responses indicate that about half of the students benefit from a curriculum of the home. Results show many differences in the perceptions of parents and teachers about school issues. The School Community Index as developed is a crude first attempt at measuring aspects of school community, including shared educational values, formation of social capital, and the curriculum of the home. With further research, it can lead to a better understanding of school community and ways to measure it. (Contains eight tables and three references.) (SLD)

ED 419 067 UD 032 315

Wang, Margaret C.; Haertel, Geneva D.; Walberg, Herbert J.
Revitalizing Inner Cities: Focusing on Children's Learning. Publication Series No. 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disadvantaged Youth; *Educational Change; Educational Policy; *Educational Research; Elementary Secondary Education; High Risk Students; *Inner City; Learning; Program Implementation; Teaching Methods; *Urban Renewal; Urban Schools
IDENTIFIERS- *Reform Efforts

This paper provides an overview of the research base on the influence of schools, families, and communities on the learning and educational resilience of children in at-risk circumstances, as well as illustrations of current policies and programmatic approaches that place health development and educational success as integral components of community revitalization. Implications for policy and practice are also discussed. Several policy and practical implications can be drawn from current attempts to institute broad-based efforts to improve the development and learning success of inner-city children and youth. First, program implementation must be a shared responsibility of all stakeholder groups at the grassroots level. Schools, however, must be the primary focus in attempting to improve urban education. Second, innovative plan for the future and better student outcomes. As a result, the unit both clearly specified its outcomes, revised its curriculum and devised means to more effectively incorporate the teaching efforts of adjunct faculty. The department now enjoys a more open dialog among faculty regarding course content. Appendixes include the curriculum development model, program-level objectives, and course-level objectives. (AEF)

ED [illegible]   SO [illegible]

Crockett, Tom
The Portfolio Journey: A Creative Guide to Keeping Student-Managed Portfolios in the Classroom.
Pub Date- 98
Note- 230p.
Available from- [illegible]
EDRS Price- Document Not Available from EDRS.
Pub Type- Books (010) -- Guides/Methods/Techniques (For Practitioners) -- Classroom Use - Teaching Guides (For Teacher) (052)
Descriptors- Academic Portfolios; Elementary Education; Evaluation Criteria; Experiential Learning; Instructional Innovation; Learning Experience; Material Development; Open Ended Questions; *Portfolios (Background Materials); Profiles; Student Developed Materials

As mandated in a number of states, student portfolios are being adopted by many local school systems. Using the metaphor of travel, this guide presents practical and innovative ideas for working with student-managed portfolios--from planning and preparation to maintenance and evaluation. After describing what portfolios are and offering a rationale for their use in the classroom, the book links portfolios to such educational principles as multiple intelligences, multidisciplinary approaches, and authentic learning. It then gives step-by-step instructions for managing the portfolio process. The book shows educators how to establish criteria and choose content, and suggests ways to construct portfolios to meet different audiences. Assessment, rubrics, involving parents, and multimedia portfolios are some of the other topics covered. For each topic there are reproducible worksheets and classroom-ready handouts for students. There is also a chapter on the teacher's portfolio. Illustrations throughout the book enhance the text. This guide is intended for grades one through eight. (SLD)

ED [illegible]   SO [illegible]

[illegible], Ed.; [illegible], Ed.
Teacher Education for the Effective Use of New Information Media in Schools. Innovation and Reform in Teacher Education for the 21st Century in the Asia-Pacific Region. 1997 Report.
Spons Agency- Japanese National Commission for UNESCO, Tokyo.; United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.
Pub Date- 98
Note- [illegible]; Based on the UNESCO-APEID Hiroshima International Seminar on Teacher Education for the Effective Use of New Information Media in Schools (Hiroshima, Japan, September 23-October 2, 1997).
Language- [illegible]
EDRS Price- MF01/PC11 Plus Postage.
Pub Type- Books (010) -- Reports - Descriptive (Program/Project Descriptions) (141)

Robinson, William C.
World Literature in OCLC Libraries in the United States: An Analysis of Holdings of Items Reviewed in the 1991 Volume of "World Literature Today."
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Fiction; Foreign Countries; Information Technology; *Library Collections; Literary Genres; Online Catalogs; Publications; Reference Materials; *World Literature
IDENTIFIERS- *OCLC

This study examined the degree to which contemporary world literature is available in United States OCLC (Online Computer Library Center) libraries. The 1991 volume of "World Literature Today," reviewing 837 works, was used as the source. German, English, Spanish, and French were the most frequently encountered languages. Fiction was the literature type most likely to be reviewed in "World Literature Today." The items least likely to be held were collected works, verse, correspondence, diaries, and miscellaneous works. Major countries of publication were the United States, Germany, and France. About 17% of the reviewed works were not held in any OCLC member library. Nearly 5% were held in one OCLC library. About 78% of the contemporary world literature reviewed was held in more than one United States OCLC library. Relationships between holdings, language, literature type, and country of publication were tested. (AEF)

ED 418 716 IR 057 016

Colaric, Susan M.
Students Who Do Not Currently Read Traditional Reserve Readings and Their Attitudes Toward Electronic Reserve.
PUB DATE- 98
NOTE- 21p.; Master's Research Paper, University of North Carolina at Chapel Hill.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Computer Attitudes; Computer Mediated Communication; Computer Uses in Education; *Document Delivery; Full Text Databases; Higher Education; Information Sources; Information Technology; *Library Collections; Library Services; Nonprint Media; *Online Systems; Student Attitudes
IDENTIFIERS- Electronic Resources; *Library Reserve; *Reserve Reading Rooms; University of North Carolina Chapel Hill

Reserve readings are a special collection in the university library, established by a professor to support a particular class. A recent study at the University of North Carolina, Chapel Hill found enthusiasm among current reserve users for an electronic reserve system (Petersen, 1996). The study described in this paper examined the reasons some students at the University of North Carolina, Chapel Hill are not using the traditional reserve reading system. A total of 132 students filled out the questionnaire. Results indicate that use of the reserve system may actually increase with the implementation of an electronic reserve system. Both users and non-users of the current paper-based reserve system perceive an electronic years of age; (2) 39% of the new chairs responding reported being female, a reflection of the general male/female composition of community college faculties; (3) 20.3% held a doctorate degree, while 84.7% were in tenured positions; (4) in tracking the new chairs, 12% lasted only one year in the job and 29% lasted only 2 years; (5) only 6 new chairs reported that formal training was required to prepare them for the position, while 57.6% indicated that it took them 6 months to feel comfortable in their job; and (6) 62.7% would not recommend that others take a chair position. Data tables and the survey instrument are appended. (Contains 12 references.) (BCY)

ED 418 736   JC 980 177

Bragg, Debra D.
How Students Assess Their School-to-Work Opportunities.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the Council for the Study of Community Colleges (Miami Beach, FL, April 24-25, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Community Colleges; *Education Work Relationship; *Educational Attitudes; High School Students; High Schools; Program Effectiveness; *Student Attitudes; *Student Characteristics; *Student Educational Objectives; Student Surveys; Two Year College Students; Two Year Colleges

Since the passage of the Carl D. Perkins legislation in 1990 and the School to Work Opportunities Act (STWOA) in 1994, considerable funds and effort have been put into tech prep and school-to-work programs. To determine the extent to which these programs actually improve educational opportunities for students, case studies were undertaken of six sites in different states, each employing a different STWOA model. Tech prep and STWOA policies and documents at the sites were reviewed and site visits were conducted. During the visits, administrators, teachers, counselors, parents, employers, and approximately 150 secondary and post-secondary students were interviewed. In addition, all tech prep and STWOA students at the sites were surveyed regarding their educational goals, perceptions related to school- and work-based learning, and personal characteristics, with completed surveys being received from 124 students. In general, the study found that the students did make definite plans for the future, but that they often did not fully understand those plans. In addition, over 80% of the students felt that their academic courses applied to the real world. Finally, while 80% of the high school and 88% of the community college students worked, few of the students indicated that school officials had helped them find a job. Descriptions of the six case study sites are included. (Contains 31 references.) (BCY)

ED 418 737   JC 980 190

Enhancing Student Transfer: A Memorandum of Understanding between the California Community Colleges and the University of California.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English

Report outlined a needs analysis and suggested solutions for California community colleges, which include the following: the level of adult enrollment at community colleges necessary to meet the goals of the Master Plan and the postsecondary education needs of California; the level of resources needed to ensure adequate access and educational services from the community college educational process; the comparison between system needs and forecasted revenues available under different economic scenarios; and the suggestion of possible solutions for filling the identified gap between needs and available resources. The report discusses access and provides several tables of data concerning enrollment and demographic information. The report also describes facilities, revenues, the resource gap, and ends with a list of possible solutions. (YKH)

ED 418 756 JC 980 225

Washington Community and Technical Colleges Fall Enrollment & Staffing Report, 1997.
PUB DATE- 98
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Declining Enrollment; Educational Objectives; *Enrollment; Enrollment Influences; Enrollment Rate; *Enrollment Trends; *Full Time Faculty; Full Time Students; Professional Personnel; Racial Composition; Resource Staff; School Demography; State Aid; *Student Characteristics; Technical Institutes; Two Year Colleges
IDENTIFIERS- Washington Community and Technical Colleges

This Fall 1997 Enrollment and Staffing Report by the State of Washington Board for Community and Technical Colleges includes information on enrollments, student demography, selected program student characteristics, state-supported course enrollment, contract-supported course enrollment, staff, and individual college data. Findings indicate that (1) the Washington community and technical colleges had less than a one-percent increase in enrollment since 1996, probably due to changes in welfare policy and the strong economy; (2) a majority of state-supported students were enrolled full-time; (3) Forty-seven percent of state FTEs (full-time equivalent students) were generated by students enrolled for workforce training purposes, 40% by students preparing to transfer, 8% by ESL or literacy students, and 6% by students for consumer homemaking or unspecified purposes; (4) the racial composition of the student population was more diverse than that of the state as a whole; (5) the proportion of female students was greater than the state average; (6) the median age, 27.6 years, remained the same as last year; (7) the number of new students increased by 2.6%; (8) like last year, the full-time faculty provided the majority of instruction; and (9) special program enrollments included more high school students than unemployed workers. (YKH)

ED 418 757 JC 980 227

Bragg, Debra D.; Reger, William, IV; Thomas, H. Sue
Integration of Academic and Occupational Education in the Illinois Community College System.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; Child Development; Classification; *Cognitive Development; *Concept Formation; Developmental Stages; Educational Research; *Preschool Children; Preschool Education

This paper examines the cognitive process of concept development in preschool children, based on recent psychological research. Rather than attempting an exhaustive review of the more than 7000 articles written on children's concepts of categories, the paper highlights and illustrates four key themes that emerge from recent research: first, concepts are tools with powerful implications for children's reasoning; second, children's early concepts are not necessarily concrete or perceptually based, as even preschoolers are capable of abstract reasoning; third, children's concepts are not uniform across content areas, individuals, or tasks; and fourth, children's concepts reflect their emerging theories about the world. The paper notes that these four themes contradict some widely held, but erroneous, views of early concept development and explores a variety of issues regarding early education raised by these themes. Contains 52 references. (JPB)

ED 418 777 PS 026 273

Lind, Karen K.
Science in Early Childhood: Developing and Acquiring Fundamental Concepts and Skills.
SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Forum on Early Childhood Science, Mathematics, and Technology Education (Washington, DC, February 6-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Constructivism (Learning); *Early Childhood Education; Fundamental Concepts; Inquiry; Learning Processes; Piagetian Theory; Preschool Curriculum; Science Curriculum; *Science Education; *Science Instruction; Scientific Concepts; Skill Development; Teaching Methods; Young Children
IDENTIFIERS- National Science Education Standards; Vygotsky (Lev S)

Efforts to introduce children to essential experiences of science inquiry must begin at an early age. This paper describes the development of fundamental concepts and skills used from infancy through the primary years and presents strategies for helping students to acquire those fundamental concepts and skills needed for inquiry learning. The paper provides an overview of teaching and learning science in the early years, emphasizing the importance of selecting content that matches children's cognitive capacities. During early childhood, children are acquiring fundamental concepts such as: one-to-one correspondence; counting; classifying; and measuring. They also develop processes to apply these concepts and to develop new ones. Children acquire fundamental concepts through active involvement with the environment. Science content can be introduced effectively into naturalistic, informal, or structured learning experiences. Several examples are given to illustrate the natural integration of fundamental concepts and care, and the growing incidence of children with serious emotional disabilities; (7) violence to and by children, including prevention efforts; (8) educational problems; and (9) adolescent pregnancy prevention and youth development, including substance abuse. A lengthy appendix provides tabulated data on children nationwide and by state, covering areas such as poverty, maternal and infant health, adolescent childbearing, youth unemployment, government aid participation, child support, Head Start enrollment, child abuse and neglect, and firearm deaths.(KB)

ED 418 794   PS 026 456

Martinez, Susanne, Ed.; Dahl, Kathryn Kline, Ed.
The State of America's Children. Yearbook: 1998.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 98
NOTE- 153p.; For 1995 yearbook, see ED 390 536. For 1996 yearbook, see ED 398 997. For 1997 yearbook, see PS 026 455.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; Child Abuse; Child Development; *Child Health; Child Welfare; Childhood Needs; Day Care; Early Parenthood; Educational Improvement; Elementary Secondary Education; Employed Parents; Family Environment; Family Income; Federal Aid; Federal Legislation; Financial Support; Government Role; Poverty; Preschool Education; *Social Indicators; Social Problems; State Programs; Tables (Data); Victims of Crime; Violence; *Well Being
IDENTIFIERS- *Indicators

This Children's Defense Fund 1998 report on the well being of America's children highlights the critical need for renewed commitment to children by all sectors of society. The introduction describes health and educational outcomes for poor children and calls for adults to redirect their priorities and develop solutions to these problems. The report details the following: (1) family income, including the pervasiveness of child poverty, the impact of welfare reform, and inadequate child support; (2) child health, including the problem of uninsured children, new developments in Medicaid coverage, managed care, and maternal and child health; (3) child care, describing federal, state, and local initiatives, uneven state progress, and recent research findings; (4) child nutrition, including food stamp reductions, state procedures, problems of immigrant children, and subsidized meal programs; (5) children and families in crisis, including permanency planning, kinship care, community partnerships, special population needs, and focusing on outcomes; (6) violence committed to and by children, including the move toward stiffer penalties for juvenile offenders and prevention measures; and (7) adolescent pregnancy. Two appendices provide tabulated data on children nationwide and by state, covering areas such as poverty, maternal and infant health, adolescent childbearing, youth unemployment, government aid participation, child support, Head Start enrollment, child abuse and neglect, and firearm deaths. Web sites of interest to child advocates are listed.(SD/KB)

ED 418 795   PS 026 458

Ebb, Nancy

ED 418 812   PS 026 512

Jones, Elizabeth, Ed.
Growing Teachers: Partnerships in Staff Development.
PUB DATE- 93
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Child Caregivers; Early Childhood Education; Individual Development; *Mentors; *Partnerships in Education; Preschool Teachers; *Professional Development; *Staff Development; *Teacher Collaboration; Teacher Effectiveness; Teacher Improvement; *Teaching (Occupation)
IDENTIFIERS- CDA; *Child Development Associate; Project Head Start

Just as young children learn about the world around them by playing its scripts, teachers learn about teaching and learning by playing a teacher's script, observing what happens, and discussing all of the possibilities with other teachers. This book applies a constructivist model to staff development, describing staff development activities that were open in design and that defined philosophy and process but not outcomes. Each of the stories told in the book involved a partnership between one or more early childhood programs and some other agency or individual working with teaching staff to facilitate growth. Following an introduction by Elizabeth Jones exploring how teachers construct knowledge about teaching and how "growing" teachers differs from training them, the chapters in the book are: (1) "Telling Our Stories: The CDA Process in Native American Head Start" (C. David Beers); (2) "Moving Out of Silence: The CDA Process with Alaska Native Teachers" (Kathrin Greenough); (3) "Catching Teachers 'Being Good': Using Observation To Communicate" (Margie Carter); (4) "Teachers Talking to Each Other: The Pasadena Partnership Project" (Elizabeth Jones, Joyce Robinson, Diedra Miler, Richard Cohen, and Gretchen Reynolds); (5) "Change Making in a Primary School: Soledad, California" (Jane Meade-Roberts, Elizabeth Jones, and Joan Hillard); (6) "Co-Creating Primary Curriculum: Boulder Valley Schools" (Maja Apelman); (7) "Teachers as Observers of Play: Involving Teachers in Action Research" (Barbara Creaser); (8) "I'll Visit Your Class, You Visit Mine: Experienced Teachers as Mentors" (Lisa Poelle); and (9) "Looking Back: What We've Learned about Partnerships" (Elizabeth Jones). (HTH)

ED 418 813   PS 026 518

Pueschel, Siegfried M., Ed.; Linakis, James G., Ed.; Anderson, Angela C., Ed.
Lead Poisoning in Childhood.
PUB DATE- 96
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Development; Child Health; Federal Legislation; *Lead Poisoning; Neurological Impairments; Nutrition; Prenatal Influences; *Prevention; Public Health; Screening Tests; *Symptoms (Individual Disorders)

The magnitude of childhood lead poisoning has been inexplicably neglected by modern medicine and by legislators. However, since the 1970s, increased attention has been focused on lead

PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Community Characteristics; Context Effect; Elementary Secondary Education; *Institutional Environment; Models; Rural Areas; *Rural Schools; School Community Relationship; School Districts; *Socioeconomic Influences; Standardized Tests
IDENTIFIERS- *Indiana; Sustainability

The Rural Educational Environment (REE) is a complex mixture of demographic and economic forces that interact to impact the rural school corporation. The condition of REE financial and human capital indicates REE health and may influence student performance on standardized tests. This paper proposes an ecosystem model of the impact of financial, demographic, and school data on school failure or success on standardized tests. Of the 74 rural school corporations in Indiana, 21 were selected that had consistently high or low average scores on the Standardized Achievement Test, Indiana Statewide Test for Educational Progress, and Essential Skills Standards. Among the REE variables examined were socioeconomic status (measured by assisted school lunches), percentage of single-parent families, percentage of persons with less than a high school education, household and per capita income, families and children in poverty, suspension and expulsion rates, special education rates, graduation rates, school levies, assessed value, per pupil expenditures, and number and size of local businesses. Student performance on standardized tests was linked to two aspects of the REE: the carrying capacity (a measure of the quality and quantity of human and financial capital available to sustain school efforts to produce quality graduates) and the buffering capacity (a measure of the REE's ability to sustain the school financially). A threshold value for buffering the effects of combined negative impacts within the REE is proposed, along with a model for predicting scores from REE elements. (SV)

ED 418 831 RC 021 488

Bickel, Robert
Fostering Achievement through Post-Head Start Transition: The Case of Rural West Virginia.
PUB DATE- 98
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Early Childhood Education; *Economically Disadvantaged; *Elementary School Students; Longitudinal Studies; Pilot Projects; Preschool Children; Program Evaluation; Rural Education
IDENTIFIERS- Education Economy Relationship; *Project Head Start; *West Virginia

West Virginia shares with the rest of the nation a common sense brand of human capital theory that sees improved education as the corrective for unemployment and economic decline. Early and continuing intervention for less advantaged students is acquiring the status of a favored educational and long-term economic development tool. This study suggests that context determines educational outcomes, not the other way around. In December 1991, the Administration for Children, Youth, and Families (ACYF) instituted a pilot program aimed at maintaining however, instructors generally attempt to foster a classroom community by requiring collaboration and discouraging competition. Instructors encourage success for everyone. Both cultures were found to work on, at least, some level. This paper explores ways to reconcile the two cultures and improve college science teaching to reduce attrition. Contains 21 references. (PVD)

ED 418 849 SE 061 302

Martins, Isabel P.
Teachers' Conceptions about Their Understanding of Societal Science Issues.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Higher Education; *Knowledge Base for Teaching; Relevance (Education); *Science and Society; Science Education; *Science Teachers; *Scientific Literacy; Self Concept; *Social Problems; World Problems
IDENTIFIERS- *Portugal; *Teacher Knowledge

Teachers' scientific knowledge about societal science issues must be one of the prerequisites for the process of science teaching. Innovation in science teaching and its implications for students' scientific literacy depends on the understanding that teachers bring with them into the classroom. The purpose of this study was to investigate how Portuguese teachers judge their own knowledge about 28 societal science issues. The exploratory survey involved 464 teachers from primary school to university level, teaching science and nonscience courses. The issues were selected on the basis of their social relevance and were concerned with such things radioactivity, consumer education, environmental problems, and food. Results indicate that in all of the groups, more than 50% of the teachers thought that they knew very little or just a little about the majority of the themes. It is argued that if this situation is maintained, the scientific literacy of their students will probably be at risk. (PVD)

ED 418 850 SE 061 309

Jimenez-Aleixandre, Maria Pilar; Diaz de Bustamante, Joaquin; Duschl, Richard A.
Scientific Culture and School Culture: Epistemic and Procedural Components.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Communication Research; *Educational Environment; Epistemology; Higher Education; Inquiry; Science Education; *Science Process Skills; Scientific Literacy; *Scientific Methodology; Secondary Education; Thinking Skills

A Model for the Development of Web-Based, Student-Centered Science Education Resources.
PUB DATE- 98
NOTE- 33p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; *Educational Experience; *Educational Resources; Educational Strategies; Educational Technology; Elementary Secondary Education; Genetics; Internet; *Science Education; Scientific Literacy; *Student Centered Curriculum; *World Wide Web

The purpose of this study was to evaluate The Student Genome Project, an experiment in web-based genetics education. Over a two-year period, a team from New York University worked with a biology teacher and 33 high school students (N=33), and a middle school science teacher and a class of students (N=21) to develop a World Wide Web site intended to enable middle and secondary school students to learn the principles of molecular genetics in fun and engaging ways. A second major aspect of the project involved both the high school and middle school students working in pairs on genetics research projects by gathering survey data in their schools and data on the molecular genetics of their topic from the World Wide Web. Interactive web pages and a webboard were used to guide and mentor students during their research projects. Data sources included genetics literacy surveys, technology literacy surveys, postings on the webboard, and interviews with teachers and students. Important factors involved in the design and implementation of the World Wide Web site were identified and used to develop a theoretical model of student-centered web-based science education resources. (Contains 37 references, 6 tables and 2 figures.) (Author/DDR)

ED 418 871 SE 061 350

Chang, Huey-Por
The Nature and Assessment of Teaching Competency in Apprentice Science Teachers.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Constructivism (Learning); Elementary Secondary Education; Evaluation Methods; Foreign Countries; Higher Education; Knowledge Base for Teaching; *Preservice Teacher Education; Science Instruction; *Science Teachers; *Teacher Certification; *Teacher Evaluation
IDENTIFIERS- Taiwan

In an effort to develop a contextually-based evaluation of teacher competence, a three-year study was undertaken that focused on the classroom practices of beginning science teachers and beginning science teachers' perceptions and reflections of the teacher competence evaluation. Data related to instructional skills and changes in the growth of instructional skills was analyzed and suggests that beginning teachers transmit content knowledge to students. Only in a few

ED 418 892 SE 061 403

Lund, Charles; Andersen, Edwin
Graphing Calculator Activities: Exploring Topics in Algebra I and II. Revised Edition.
PUB DATE- 98
NOTE- 132p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; Educational Resources; *Educational Technology; *Functions (Mathematics); *Graphing Calculators; *Graphs; High Schools; *Mathematics Instruction; Secondary School Mathematics; Teaching Methods

This book contains an interactive calculator and worksheet program designed to teach the graphing of some of the functions that appear in high school mathematics courses. The graphs of linear, exponential, and logarithmic functions are explored as well as other functions. Activities focus on the graph that appears as a standard part of algebra courses. Inequalities, systems of equations, and the greatest integer function are included. (ASK)

ED 418 893 SE 061 404

Bitter, Gary G.; Mikesell, Jerald L.
Using the Explorer Plus Calculator.
PUB DATE- 98
NOTE- 291p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Resources; *Educational Technology; Elementary Secondary Education; *Graphing Calculators; *Mathematics Instruction; Teaching Methods

This book is designed to familiarize instructors and students with the Texas Instruments Explorer Plus calculator and provide background information and activities for including the calculator in the mathematics curriculum. Materials are included for three workshops and 26 lessons. Lessons are organized by common mathematical topics making it possible for the teacher to select activities that complement or enhance existing materials, current textbook series, and curricula. (ASK)

ED 418 894 SE 061 473

Video Examples from the TIMSS Videotape Classroom Study: Eighth Grade Mathematics in Germany, Japan, and the United States CD-ROM .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Cross Cultural Studies; *Educational Resources; Elementary Secondary Education; *Evaluation; Foreign Countries; Internet; Mathematics Curriculum; *Mathematics Education; Science Curriculum; *Science Education; *Videotape Recordings

classrooms provides teachers and students with a learning construct for the next century. The book summarizes descriptive research that makes qualitative statements regarding current classroom practice and identifies effective models for using design in classrooms. The research tapped three primary sources of data: (1) a review of the literature; (2) a national qualitative survey of teachers; and (3) site visits to 10 schools. Also, the researchers conducted qualitative interviews with principals, curriculum coodinators, other school or district administrators, teachers, teachers' aides, students, and parents. The six chapters include: (1) "Learning Through Design"; (2) "Lifelong Learning"; (3) "A Strategy for Excellent Teaching"; (4) "Design in the Curriculum"; (5) "Opportunities and Challenges for Schools"; and (6) "Conclusions and Recommendations." Three appendices, a bibliography, and information about the authors, the National Endowment for the Arts, and the Association for Supervision and Curriculum Development conclude the document. (EH)

ED 418 915 SO 029 319

Music Violence: How Does It Affect Our Children. Hearing before the Subcommittee on Oversight of Government Management, Restructuring, and the District of Columbia of the Committee on Governmental Affairs, United States Senate, One Hundred Fifth Congress, First Session (November 6, 1997).
PUB DATE- 98
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Aggression; *Children; Crime; Delinquency; Elementary Secondary Education; Hearings; *Mass Media; *Mass Media Effects; Mass Media Role; Mass Media Use; *Music; *Violence
IDENTIFIERS- Congress 105th; *District of Columbia

This hearing explores the influence of music violence on youth in the District of Columbia. The proceedings include the testimony of witnesses representing the American Academy of Pediatrics, the Recording Industry Association of America, the National Political Congress of Black Women, the Thomas Moore Stork Professor of Communications, a Senator from North Dakota, and a parent from North Dakota. Opening statements were offered by Senators Brownback and Lieberman. The discussion focused on violence as portrayed in popular music and how that graphic violence may influence young people toward violent behavior. The average teen listens to music about 4 hours a day while spending 20 minutes a day in conversation with his/her mother and less than 5 minutes a day in conversation with his/her father. (EH)

ED 418 916 SO 029 321

Greene, Wilma Prudhum; Magarity, Diane, Ed.
Museums & Learning. A Guide for Family Visits.
PUB DATE- 98
NOTE- 39p.; Colored pictures may not photocopy well. Illustrated by Roberta Toth.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

going. Common elements in successful programs included having one interested individual leading the effort, meeting young peoples' interests, developing quality first, getting others involved, keeping people informed, assessing what is happening, including everyone, maximizing resources, and making no excuses. (SM)

ED 418 934 SP 037 898

Shier, Nathan W., Ed.; Torabi, Mohammad R., Ed.
Recent Advances in Nutrition Education. The Health Education Monograph Series. Volume 15 Number 3.
PUB DATE- 97
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Athletes; Behavior Change; Blacks; *Child Health; Comprehensive School Health Education; Computers; Cost Effectiveness; *Dietetics; Eating Habits; Elementary Secondary Education; Females; Foods Instruction; Foreign Countries; *Health Promotion; *Nutrition Instruction; Older Adults
IDENTIFIERS- Africa; American Cancer Society; Australia; China; Glucose; Risk Reduction; Zinc

This monograph presents a collection of articles on nutrition education: "Using the DINE Score To Improve Food Choice Behavior" (Darwin Dennison and Kathryn F. Dennison); "Self-Reported Food Intake Patterns of Older Adults in Australia, China, and the United States" (Alyce D. Fly, Nathan W Shier, Barbara A. Hawkins, Susan J. Eklund, Yang Jingyi, and Anne L. Binkley); "Enhancing Effectiveness and Assessing Cost-Effectiveness of Nutrition Education Interventions" (Janet K. Grommet); "Nutrition Education for African-Americans: Challenges and Opportunities" (Delores C. S.James); "Do Women Athletes Need to Eat Differently from Men Athletes?" (Alice K. Lindeman); "Do Athletes Need Antioxidant Supplements?" (Susan Massad); "School Cafeteria: A Culture for Promoting Child Nutrition Education" (Kweethai Chin Neill, Thomas E. Dinero, and Diane Demuth Allensworth); "American Cancer Society's Guidelines on Diet and Cancer Risk Reduction" (John R. Seffrin); "Zinc Analyzes of Selected Western African Foods with Reference to Nutritional Status" (Nathan W. Shier, Isbatou Boukari, Mohammad R. Torabi, and Heather Chamberlin); and "Diet and Blood Sugar Control--The Glycemic Index in Older Persons" (John R. Warren, Nathan W. Shier, Alyce D. Fly, Susan J. Eklund, Mohammad R. Torabi, and David M. Koceja). (All papers contain references.) (SM)

ED 418 935 SP 037 899

Bunker, Linda K
Psycho-Physiological Contributions of Physical Activity and Sports for Girls. President's Council on Physical Fitness and Sports Research Digest. Series 3, No. 1. March 1998.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Health; Elementary Secondary Education; *Females; Interpersonal Competence; Mental Health; Motor Development; *Physical Activities; Physical Education; *Physical Fitness; *Psychomotor Skills; Psychophysiology; Self

schools. Chapter 5 details lessons learned from the schools, highlighting implications for teachers, administrators, researchers, and policymakers and exploring how the two schools might help inform broader policy discussions on fostering teacher community in other schools. An appendix presents the study methodology (data collection, analysis and growing understandings, and personal predispositions). (Contains references.) (SM)

ED 418 952 SP 037 918

O'Grady, Kathleen; Wansbrough, Paula
Sweet Secrets: Stories of Menstruation.
PUB DATE- 97
NOTE- 231p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Child Development; *Females; Foreign Countries; Intermediate Grades; Junior High Schools; *Menstruation; *Physical Development; *Puberty

This book combines short stories with clear, factual health information for adolescent females about menstruation and their bodily changes they are experiencing. It focuses on young girls' concerns and questions about menstruation and educates through a combination of the front matter and the stories themselves. Coming from different generations and cultures, the characters in the stories ask questions that all girls ask about what is happening to their bodies, what it will feel like, and how people will react. The stories fall under six categories. Stories about waiting are "Blood" (Jane Eaton Hamilton); "The Summer I was Ten" (Ardelle Steuernol); "The Pyramid" (Stephanie Stearn); and "Blood and Chestnuts" (Kathleen O'Grady). Stories about the arrival are "The Look" (Sue Oswald); "A Funny Feeling" (Manjit Kaur); and "Jennifer's Birthday" (Tamara Steinborn). Stories about reaching out are "Outrunning Gravity" (Mary Helen Stefaniak); "A Passage to Womanhood" (Chi Nguyen); and "The Spaghetti Test" (Colette Harris). Stories about the challenge include "On My Own" (Karyn Silzer); "The Curse" (Mary Alice Ward); and "Turnings" (Rosemary Vogt). Stories about the passage include "New Moon" (Lilian Nattel); "My Body is My Temple" (Ida Fisher); and "Mom and Me and the Sisters of Assumption" (Germaine St. Paul). Stories about putting it all together are "Learning about Jeely Jars" (Louise Simon); "Thirteen and Normal" (Carmen Rodriguez); and "Character Building" (Emmy Pantin). The final section offers a menstrual calendar, other books of interest, and a glossary. (SM)

ED 418 953 SP 037 919

Health Activities for Primary School Students.
PUB DATE- 96
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Child Health; Class Activities; *Comprehensive School Health Education;

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; Classroom Observation Techniques; *Classroom Techniques; Educational Research; Elementary Secondary Education; Foreign Countries; *Student Behavior; Teacher Expectations of Students; *Teacher Student Relationship
IDENTIFIERS- England

The importance of examining classroom processes was highlighted in a 1992 British report on primary education, which emphasized the role of classroom management. Before that, several studies determined that misbehavior was small-scale and not widespread. For example, the 1989 Elton Report was a national policy document that described the extent of disruption in British schools as minor but needing such attention as training teachers in classroom management skills. There were two large British observational studies of teachers' classroom management strategies; the Teacher Education Project (1976-1981) analyzed classroom transactions in secondary schools, and the Leverhulms Primary Project (1989-1992) studied primary schools. The primary study determined that most deviant behavior was mild, teachers reacted quickly, and most students responded positively. The secondary study found that teachers spent little time on disciplining students, and most misbehaviors were minor. The few studies of classroom management from the student vantage point indicated that personal relationships and teachers' personality traits were important to classroom management. A finding common to all the research is that negative student behavior is mainly an excessive amount of trivial, annoying "misdemeanors" rather than seriously deviant behavior. Intervention programs involving partnerships between students, teachers, and the home have been the most successful. (Contains 24 references.) (SM)

ED 418 972 SP 037 938

Rigsby, Leo C.; DeMulder, Elizabeth K.
Teachers' Voices Interpreting Change.
PUB DATE- 98
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; Computer Uses in Education; *Educational Change; Educational Research; Elementary Secondary Education; Graduate Study; Individual Development; Self Efficacy; *Teacher Attitudes; *Teacher Empowerment; Teacher Improvement; Teacher Researchers; Teachers; Writing Skills
IDENTIFIERS- Reflective Thinking; Voice (Rhetoric)

This paper uses teachers' voices to explore transformation processes in teachers as a result of participation in an innovative school-based Master's degree program at the Institute for Educational Transformation. The program is built around a set of beliefs and principles that enunciate a philosophy of teaching and learning emphasizing work within teams, developing reflective practice, school-based inquiry, and continuous improvement. Data for this paper come from reflective essays written by 103, 1997 graduates of the program seeking to understand their own processes of transformation over its duration. They were asked to think about and document in a portfolio how they had changed over the course of process to review assessment practices. The second chapter suggests that effective students are essential for effective schools. Developing students' capacity to use assessment information increases their effectiveness. The third chapter considers a meaningful curriculum. Chapter 4 extends the discussion of assessment practices to information use, and Chapter 5 asserts the idea that effective assessment serves professional educators as well as students. Finally, Chapter 6 addresses the crucial issue of the support needed to help educators review their instruction and assessment practices. Overall, the focus is on practical strategies that establish a classroom climate in which assessment is collegial and beneficial to the students. Appendixes contain: a personal professional portfolio; suggested readings; a discussion of scoring and grading; and examples of assessment practices. (Contains 17 references.) (SLD)

ED 418 991 TM 028 275

McDowell, Lena M.
Public Elementary and Secondary Education Statistics: School Year 1997-98. Early Estimates.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Finance; *Elementary Secondary Education; *Enrollment; Estimation (Mathematics); Expenditures; Income; *Public Schools; *School Statistics; Tables (Data); Teacher Student Ratio; *Teachers
IDENTIFIERS- *Early Estimates

The early estimates system from which this report is gathered is designed to allow the National Center for Education Statistics (NCES) to publish key statistics before the end of the school year in which they are reported. The information is collected through contact with public school state education agencies. Public school estimates consist of: preliminary actual counts for individual states; estimates derived by the states for the NCES; and estimated values developed by the NCES from state-specific and national data. These estimates indicate that there were approximately 46.1 million students in U.S. public elementary and secondary schools in fall 1997, compared with 45.2 million in fall 1996. These students were taught by an estimated 2.7 million teachers. Student membership and teacher count data yield pupil-to-teacher ratios for grade levels prekindergarten through grade 12 of 16.9 for public schools in the 1997-98 school year. An estimated 2.4 million students graduated from high school in the 1996-97 school year. Revenues for public elementary and secondary education in fiscal year 1997 are estimated to be $297.2 billion, and they are expected to rise to approximately $309.7 billion in fiscal year 1998. The per-pupil expenditure for public education is estimated to be $6,131 per student in membership for the 1997-98 school year. A technical notes section discusses the methods by which estimates were made and their accuracy. (Contains seven tables.) (SLD)

ED 418 992 TM 028 276

Henard, David H.
Using Spreadsheets To Implement the One-Parameter Item Response Theory (IRT) Model.

Catholic schools; and (11) number of non-Catholic schools. (SLD)

ED 419 012 TM 028 312

Camara, Wayne J.
Constraints and Limitations in Evaluating Math Curricular Reform Efforts: Pacesetter Math Case Study.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Curriculum Development; *Educational Change; *Evaluation Methods; Evaluation Problems; *High School Students; High Schools; Honors Curriculum; *Mathematics Curriculum; Tables (Data)
IDENTIFIERS- *College Entrance Examination Board; *Constraints; Reform Efforts

This paper addresses the challenges and strategies of evaluating curricular reforms in secondary schools by presenting a case study of the College Board's Pacesetter Math course, a fourth level course that was entering its third year in 1995-96. The Pacesetter math course is intended to be an alternative to more traditional pre-calculus courses, and is designed for a range of students with differing interests, career intentions, and mathematics preparation. The culminating assessment is completed over two course periods, and is a standard part of the course. New Pacesetter teachers complete an intensive staff training course. Pacesetter math, at the time of the evaluation, was being implemented in 46 school districts and 130 schools. With no available control group and no pre/post design, the evaluation of the Pacesetter math course was largely descriptive, and focused on 45 teachers and a subsample of 24 teachers. The Pacesetter curriculum appeared to be more effective for some students than others. Those who did the best generally liked math and had done well in math courses in the past. Because of the work load and the novel ways for students to work, Pacesetter may be more appropriate for honors students. Overall, results of the study suggest that evaluation of curricular reform may be quite problematic, due to a lack of appropriate assessments, difficulties in assessing student growth, contextual factors, and the constraints in soliciting participation from teachers and schools. (Contains seven tables and six references.) (SLD)

ED 419 013 TM 028 315

Phye, Gary D.
Components of Self-Regulation during Within- and Between-Domain Problem-Solving Performance.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Deduction; Higher Education; Induction; Memory; *Prior Learning; *Problem Solving; *Self Efficacy; *Undergraduate Students

future research that overcomes the methodological limitations cited and focuses on better definitions of parental involvement and its effects. (Contains 21 references.) (SLD)

ED 419 031 UD 032 275

Giles, Hollyce C.
Parent Engagement as a School Reform Strategy. ERIC/CUE Digest Number 135.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Community Involvement; *Educational Change; Elementary Secondary Education; Inner City; Instructional Leadership; *Parent Participation; *Partnerships in Education; School Culture; *Urban Schools
IDENTIFIERS- ERIC Digests; *Industrial Areas Foundation; Reform Efforts

A growing number of urban school reform initiatives seeking to transform failing schools engage significant numbers of parents. Many such initiatives have succeeded in improving student academic achievement and transforming the culture of schools. This digest describes common characteristics of such projects. While the best among these projects is James Comer's School Development Program, another example is highlighted, the Industrial Areas Foundation (IAF), a national organization that operates locally in many communities around the country with notable success in many low-performing schools. The IAF is a network of broad-based multi-ethnic interfaith organizations in poor and moderate-income communities. The most successful reform initiatives are collaborations between parents and schools. The following characteristics have been seen as vital to school reform success: (1) viewing the school and community as an ecology; (2) building relationships based on common concerns; (3) acknowledging the role of power in school-community relationships; (4) fostering the collaborative leadership of principals; (5) developing and training parents and educators as leaders; and (6) monitoring and evaluating progress. It is important to recognize the impact of the local educational bureaucracy on a reform initiative. The mixed results of the plethora of reform initiatives implemented over the past several years suggest that urban schools alone cannot solve their societal problems nor address the obstacles often presented by educational bureaucracies. However, reform processes such as those implemented by the IAF, have had significant positive impacts on schools. Initiatives that mobilize community resources and institutions, engage parents and educators, and use power effectively offer the best possibility for addressing the serious problems faced by schools and communities. (Contains 19 references.) (SLD)

ED 419 032 UD 032 276

Prevention of Health Problems among Gay and Lesbian Youth. Making Health and Human Services Accessible and Effective for Gay and Lesbian Youth.
PUB DATE- 94
NOTE- 65p.

Activities; *Art Education; Black Students; High School Students; High Schools; Hispanic Americans; *Recreational Activities; Tutorial Programs; Urban Schools; *Urban Youth
IDENTIFIERS- *Texas (Austin)

The "Totally Cool, Totally Art Program" (TCTA) was initiated by the Austin (Texas) Parks and Recreation Department in the fall of 1996. Through the TCTA program, visual arts classes were offered to teens twice a week at each of nine recreation centers. At eight of the nine sites, six separate 4-week sessions were held, with three sessions at the last site. At each site, the program began at approximately 4:30 pm with a 1-hour tutoring program or other activity organized by the teen leader from the host center. A class in a particular art medium was then offered by a practicing artist from 5:30 to 7:30. Target group size was planned for 8 to 20 participants at each site. The overall program was coordinated by staff from the Dougherty Arts Center. Approximately 55% of participants were African American, and about 3% were Hispanic American. A total of 292 teens signed up for at least 1 of the 6 sessions, and the total participant hours were over 10,000. When teens who participated were asked what they might be doing if they were not participating in the program, they indicated that they might be sitting at home, watching television, or doing homework. The program was seen by organizers as a way to avoid teens' being bored and a way to provide an incentive to do well in school so that they could participate. Program satisfaction data and comments from participants and their parents indicate that there will be many repeat signups in the future. At the end of two of the sessions, the program sponsored an Open House and art display, and a newsletter was distributed at each session. (Contains 10 tables.) (SLD)

ED 419 051 UD 032 295

Veale, James R.; Morley, Raymond E.
SBYSP: School-Based Youth Services Program. 1996 Year-End Report. Executive Summary.
PUB DATE- 97
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Ancillary School Services; *Disadvantaged Youth; Dropouts; Elementary Secondary Education; Integrated Activities; Parent Attitudes; Program Evaluation; Rural Schools; *Social Services; *State Programs; Student Attitudes; *Urban Schools
IDENTIFIERS- *School Based Youth Services Program IA

The School-Based Youth Services Program (SBYSP) of the Iowa Department of Education has just completed its seventh year of operation. This report focuses on the 1995-96 school year, which was the second year of the expanded SBYSP, which went from its original 4 sites to 18. These sites include rural and urban areas, and some of the poorest areas in the state. Most services provided were in the areas of case management, primary/preventive health, education, employment and training, mental health, and recreation/leisure in that order. A total of 19,689 youth and families were served at the 18 sites. The largest number were at the elementary school level, which represents a shift in the SBYSP program focus. A system to monitor and evaluate SBYSP implementation and outcomes has been developed to provide program accountability. This system collects and evaluates information on program participants and their characteristics, attendance, academic achievement, programs evolve in stages of development, growth, and change. Programs that are useful in one city may be helpful in initiating similar programs elsewhere. Finally, it is noted that few educational reforms have generated the same level of support as the comprehensive approach to coordinated educational and related services for children as a focus for achieving significant improvements in student learning. More information is needed about program features, implementation, and evidence of effects. Educational reform and the reform of services delivery have been on somewhat separate tracks, but to ensure the long-lasting impact of collaborative programs, schools and other collaborating agencies must be committed to using powerful instructional techniques as an essential and active component. (Contains 4 tables, 1 figure, and 56 references.) (SLD)

ED 419 068 UD 032 316

Bartelt, David W.
Toward a Community School: A Model for Organizing Community Based Educational Support Services. Publication Series No. 10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ancillary School Services; Community Development; *Community Involvement; Elementary Secondary Education; *Integrated Services; Intervention; Models; Organization; Program Effectiveness; *Public Housing; *School Community Relationship

This paper focuses on how to develop a community-based educational intervention when community apathy is present, or where the isolation between school and community makes partnership more difficult. The key elements for this model are three steps: (1) determining the school-community relationship, establishing that a condition of isolation precludes a school-based model of integrated services; (2) determining community needs and available resources, including educational needs and resources, in a planning matrix; and (3) developing a community organizing strategy that builds on available resources and leverages others. This model was developed in a particular school-community setting, a public housing project in Philadelphia (Pennsylvania) in an area of extreme poverty and deprivation. Steps of the model were applied, and strategies have been developed to put a community-based integrated services model into place at the housing project. Two approaches that have been implemented in housing projects are suggested as transferable to the Philadelphia setting. One, Project LOOK, has been implemented in a Seattle (Washington) site where educational facilities have been located in units of the housing project. The other has been developed by Texas A & M University for communities along the Texas-Mexico border. It uses local women to promote and explain the services available. These two program successes suggest that a community school is achieved through combining a community-oriented perspective that sees education as a fundamental component of community development. Two appendixes contain data about one of the schools and examples of linked practices at work in several settings. (Contains 44 references.) (SLD)

ED 419 069 UD 032 317

DESCRIPTORS- *Computer Literacy; *Educational Development; Developing Nations; *Educational Practices; Educational Quality; Educational Technology; Elementary Secondary Education; Foreign Countries; *Futures (of Society); Higher Education; Instructional Innovation; Professional Development; Rural Areas; *Teacher Education; Teaching Methods; Urban Education

IDENTIFIERS- *Asia Pacific Region

The International Seminar on Teacher Education for the 21st Century: [illegible] innovative strategies to enhance the quality of teacher education in the Asia-Pacific Region. The goal of the seminar is to identify problems and issues relevant to teacher education in rural as well as urban schools in the region; the focus of the 1997 seminar is on the similarities and differences in the region concerning issues and problems of teacher education, especially in the context of educational [illegible]. Four parts make up this report. In the first part, Dr. [illegible], Chief of Asian Pacific Centre of Educational Innovation and Development, describes the current activities and aims of the Asian Pacific Program for Educational Innovation and Development and the Center that is in charge of running the program. The second part consists of "Country Reports." The third part contains the "Action Plans" that each participant was asked to draw up; this part also includes [illegible] Action Plans for Japan, to point out what this country might be able to do in terms of overseas development, assistance and international cooperation. The final part of the report summarizes the results of the follow-up meeting held in January, 1998. Members give their assessment of the "Country Reports" and "Action Plans." [illegible])

ED [illegible] SP [illegible]

[illegible], Thomas A.
Development of an Internet Training Program for Distance Education Adjunct Faculty.
Pub Date- 98
Note- [illegible]; Paper presented at the Annual Conference of the National Adjunct Faculty Guild ([illegible], Chicago, IL, April 1998).
Language- English
EDRS Price- [illegible] Plus Postage.
Pub Type- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjunct Faculty; Computer Literacy; *Distance Education; *Faculty Development; Higher Education; Instructional Material Evaluation; *Internet; Online Systems; Program Development; Skill Development; *Teacher Education; Training; [illegible]
IDENTIFIERS- *Nova Southeastern University FL; Technology Based Instruction

Recognizing that adjunct faculty in a distance education program may not have consistent access to campus-based training activities, a self-paced 12-week training program was developed at Nova Southeastern University (Fort Lauderdale, Florida). [illegible] faculty during [illegible] were adjunct employees of the university. [illegible] in the Graduate Teacher Education Program participated in the program. At the beginning of the 12-week training program, participants completed an instructional [illegible] online training activities and a [illegible]. Approximately two weeks into the program, participants were instructed to focus on structured [illegible]. Based on self-reported data, engagement in this program resulted in a [illegible] increase in skill with online reserve system as being beneficial; 70.5% of the respondents indicated that they would be more likely to read the reserve readings if the full-text were available online or electronically. When asked what features they would like in an electronic reserve system, other than printing, 51.5% responded they would like to be able to e-mail a copy of the article; 26.9% said they would like to be able to download; 20% said none of the options were important. In regard to access to the system, 77.3% responded that 24-hour, seven-day access was essential or very important. Most of the problems reported by students in regard to the traditional reserve system have to do with accessing the readings and the physical condition of the readings. Results are compared with the Petersen study. (AEF)

ED 418 717 IR 057 018

Park, Mary Woodfill
InfoThink: Practical Strategies for Using Information in Business.
PUB DATE- 98
NOTE- 271p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business; Codes of Ethics; Computer Literacy; Corporations; Information Management; Information Scientists; Information Sources; *Information Technology; Interviews; *Organizational Development; Professional Personnel; Work Environment
IDENTIFIERS- Computer Users; Educators; Technology Role; *Technology Utilization

As the world of business shifts towards a knowledge economy, the growing availability of information delivered in print and electronic media will require professionals well-versed in the methodologies of information thinking and knowledgeable of the practical resources available to them. This book provides a window on the complexities of the rapidly evolving information environment in the workplace, and on the prevailing ways people use and think about information in business. It is the result of research and interviews with (Part 1) executives, (Part 2) information professionals, and (Part 3) educators conducted over a three-year period and reflects the changes occurring in methods of information availability and delivery. Interviewees provide personal and professional insights and strategies for retrieving and using information in their specialized professions. The book also includes examples of the specific resources and tools used for planning and solving business problems in areas of business intelligence, legislative advocacy, credit and finance, information technology, investments, manufacturing, and public relations. The book examines education, training, and management issues and offers insight into the roles executives and information professionals can play in adding value to the corporate or organizational information process. Includes search sample form and code of ethical business practice. (AEF)

ED 418 718 IR 057 019

Kan, Katharine L.
Sizzling Summer Reading Programs for Young Adults.
PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Access to Education; *Articulation (Education); College Curriculum; *College Transfer Students; *Community Colleges; Educational Objectives; Higher Education; Institutional Mission; *Organizational Objectives; Outreach Programs; *Partnerships in Education; Student Financial Aid; *Transfer Policy; Two Year Colleges
IDENTIFIERS- *California Community Colleges; *University of California

This document discusses student transfer and outlines several goals for its enhancement. Student transfer must be made more efficient, and quality transfer education that leads to eventual attainment of the baccalaureate degree must be ensured. In achieving these objectives, California schools will adopt several goals, described in this memorandum: improve articulation procedures, develop ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) as the official statewide repository for articulation information, reinvigorate transfer center partnerships, enhance transfer alliances, create more part-time options at the University of California, develop baccalaureate financial aid packages, intensify outreach activities, increase data collection and exchange, and enhance cooperative and admissions programs. A committee consisting of systemwide officers, as well as campus administrators, Academic Senate representatives and students will monitor implementation of these activities and assess their progress and effectiveness. (YKH)

ED 418 738 JC 980 191

Outreach Task Force, University of California. Report of the Community Colleges Outreach Subcommittee.
PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Transfer Students; Community Colleges; *Diversity (Institutional); Enrollment Trends; Higher Education; Institutional Mission; *Intercollegiate Cooperation; Organizational Objectives; *Transfer Policy; Transfer Programs; Two Year Colleges
IDENTIFIERS- University of California

This report discusses how to make partnerships between community colleges and the University of California more effective. It explains the subcommittee's charge and focus, and outlines its goals. The first section of the report provides a description of the Master Plan "Transfer Function," delineating the obligations of both the University and community colleges. The next section describes transfer function success, with an emphasis on the extent to which this framework has served to enroll students from underrepresented groups at the University. Section III includes an analysis of the possible impact of new admission requirements on transfer students, focusing on maintaining and serving student diversity. Section IV provides an evaluation of current University and community college outreach activities and the potential of these efforts to enhance student diversity. The final section offers a set of findings and recommendations for Task Force consideration. Appendices include information regarding the differential impact of SP-1 on transfer applicants, community colleges surveyed for the report, and data regarding transfer student

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Curriculum; College Transfer Students; *Community Colleges; Core Curriculum; Curriculum Design; Curriculum Enrichment; *Curriculum Evaluation; Curriculum Problems; Educational Needs; Educational Objectives; *Integrated Curriculum; Job Skills; Job Training; Organizational Objectives; Student Needs; Transfer Policy; Transfer Programs; Two Year College Students; Two Year Colleges; Vocational Education; Vocational English (Second Language)
IDENTIFIERS- *Illinois Community College System

In response to the changing needs of an increasingly diverse society, the Illinois Community College System (ICCS) reformed its curriculum by integrating academic and occupational education. In order to determine the effectiveness of such curriculum integration, a study was conducted, via surveys and interviews, on ICCS' methods, revealing that: (1) academic courses adapted to the interests of career students (the most common method) had problems with internal integration and transferability of courses; (2) transfer courses designed for career students also had problems with transferability; (3) English as a Second Language courses are not utilized by many schools but seem effective; (4) linked, tandem, or cluster courses are more advanced methods, but have more student disciplinary problems; (5) multidisciplinary courses provide a broader conceptualization of integration; (6) learning communities are costly and sometimes inaccessible; (7) learning technologies have difficulties in implementation; and (8) work-based learning is difficult at times due to conflicting time schedules of students. (YKH)

ED 418 758 JC 980 228

Academic Senate for California Community Colleges: 30th Spring Session Resolutions (San Francisco, CA, April 23-25, 1998).
PUB DATE- 98
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); College Curriculum; College Governing Councils; *Community Colleges; Diversity (Institutional); Educational Finance; *Educational Policy; Faculty Development; Grading; *Policy Formation; Statewide Planning; Two Year Colleges; Vocational Education
IDENTIFIERS- *Academic Senate for California Community Colleges

Documenting the 1998 spring session, this report provides resolutions considered by the Academic Senate for the California Community Colleges. The resolutions that passed are divided into the following sections: (1) academic senate; (2) accreditation; (3) affirmative action/cultural diversity; (4) articulation and transfer; (5) budget and finance; (6) state and legislative issues; (7) consultation with the Chancellor's office; (8) counseling; (9) curriculum; (10) disciplines list; (11) technology; (12) faculty development; (13) general concerns; (14) grading; (15) intersegmental issues; (16) library and learning resources; (17) local senates; (18) matriculation; (19) professional standards; and (20) students. The remaining sections of the report include resolutions that were referred, failed, moot, withdrawn, and tabled. The report also provides a list of acronyms and delegates. Appendices process skills in mathematics and science. It is noted that the national reforms in science education and research support teaching science through inquiry. Several theories underlying early science instruction, including Piaget's and Vygotsky's theories of concept development, and a constructivist approach are explored. The paper notes the importance of considering the child's cognitive capacity when developing science instruction and maintains that when there is a mismatch, children are unable to extend, apply, or interpret deeper meanings of the content, and their interest and positive attitudes are likely to diminish. The paper concludes by noting that cognitive research has identified numerous misconceptions regarding scientific concepts in children and should be considered as barriers that educators need to overcome before approaching new concepts. Contains 24 references. (KB)

ED 418 778 PS 026 284

Ruggiere, Paul; Glass, James
Texas Employer 1996 Dependent Care Survey.
SPONS. AGENCY- Texas Workforce Commission, Austin.
PUB DATE- 96
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Day Care; Dependents; Early Childhood Education; Employed Parents; Employer Attitudes; *Employer Supported Day Care; *Employers; Family Work Relationship; Flexible Working Hours; *Fringe Benefits; Grants; Job Sharing; Policy Analysis; State Surveys
IDENTIFIERS- Child Care Vouchers; Dependent Care Tax Credit; Resource and Referral Service; Subsidized Child Care Services; Telecommuting; *Texas

Many employers have enacted "family-friendly benefits" in response to demands placed on their employees by the stress of caring for children or aging parents. The Employer Dependent Care Survey measured the prevalence of flexible work arrangements and child care and elder care benefits in Texas. Participating were 1,331 out of 6,500 private sector companies answering a mail survey (22.6 percent return). Findings indicated that flextime schedules were offered by 54 percent of the largest companies (500 or more employees). Nine percent of the largest companies and less than 5 percent of others offered job sharing. Compressed work weeks were offered by 30 percent of the largest companies and by 18 percent of companies with 100 to 499 employees. Telecommuting was offered by 22 percent of the largest companies; availability of this option generally decreased as company size decreased. Flexible work arrangements were most often utilized by non-managers. Child care center benefits were offered by 7 percent of the largest companies and by less than 2 percent of others, while resource and referral services were offered by 17 percent of the largest companies and by less than 5 percent of others. Tax-sheltered spending accounts were the most common child care benefit offered and child care subsidies or vouchers, the least common. Ninety-seven percent of companies indicated that all employees were eligible for child care benefits. The biggest impact of providing child care benefits was the positive employee morale. Very few companies offered elder care benefits, with the most common benefit a tax-sheltered spending account. (KB)

ED 418 779 PS 026 286

Lemon-Aid? Making the New Welfare Law Work for Children and Families.
SPONS. AGENCY- Foundation for Child Development, New York, NY.
PUB DATE- 97
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - General (140)
DESCRIPTORS- Child Welfare; Economically Disadvantaged; Family Income; *Family Programs; Federal Aid; *Federal Legislation; Finance Reform; *Public Policy; *State Agencies; Welfare Agencies; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Personal Responsibility and Work Opp Recon Act; Temporary Assistance for Needy Families

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 purports to reform welfare policy and encourage parents to achieve self-sufficiency, but the legislation raises many problems for children and their families. This guide is designed to highlight an array of decisions regarding the most important welfare and child care issues resulting from this federal legislation. The issues analyzed are: timing of state decisions for new welfare programs; funding; making work requirements work for families; helping families stabilize work and escape poverty; helping families succeed off welfare; protecting children; child care; and strengthening families. For each of these issues, the guide highlights a promising program model. The guide's five appendices contain data, listed by state, on: TANF (Temporary Assistance for Needy Families) funding for fiscal year 1997; change in welfare caseloads for 5 years; state maintenance of effort levels as required by the federal law; estimated fiscal year 2007 state allocations for the child care and development fund; and time limits on assistance. (JPB)

ED 418 796 PS 026 462

Honig, Alice Sterling
Create a Prosocial Plus Cognitive Curriculum for Young Children.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Early Childhood Branch of the New York Public Library (New York, NY, April 23, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Conflict Resolution; Day Care Effects; Interpersonal Competence; Preschool Children; *Preschool Curriculum; Preschool Education; *Prosocial Behavior; Socialization

Teachers and caregivers understand well how important their role is in the promotion of young children's cognitive development. However, they must also emphasize the development of prosocial behaviors in children, particularly in light of some recent data indicating possible heightened aggression and lack of prosocial interactions among preschoolers who were in full-time non-maternal care during the first year of life. This paper describes for educators and parents specific ideas and skills to promote prosocial interactions in the classroom and poisoning, and advances have been made in several areas, including understanding of the neurodevelopmental and behavioral ramifications of lead poisoning, and recognition of the consequences of low-level lead exposure. This book--for physicians, teachers, social workers and nurses working with lead-exposed children--presents what is known about lead poisoning in childhood and offers critical insights into the challenges that remain in understanding lead poisoning effects and abolishing it as a major health problem. Articles in the book examine the causes and consequences of childhood lead poisoning, offer prevention strategies that are cost effective and easy to implement, and explore how crucial legislation can and should protect children. The articles are: (1) "Lead Poisoning: A Historical Perspective" (Pueschel, Linakis, and Anderson); (2) "Epidemiology of Childhood Lead Poisoning" (Berney); (3) "Etiology of Childhood Lead Poisoning" (Shannon); (4) "Screening for Lead Poisoning" (Linakis, Anderson, and Pueschel); (5) "Pathophysiology of Lead Poisoning" (Anderson, Pueschel, and Linakis); (6) "Learning and Behavioral Sequelae of Lead Poisoning" (Bellinger); (7) "Low-Level Lead Exposure during Pregnancy and Its Consequences for Fetal and Child Development" (Dietrich); (8) "Medical Management" (Chisolm); (9) "Environmental Abatement (Linakis, Anderson, and Pueschel); (10) "Lead-Based Paint Legislation" (Pollack and Sole); (11) "Prevention of Childhood Lead Poisoning" (Schlenker); and (12) "Economic Issues of Childhood Lead Poisoning" (Glotzer). Each article contains references. (HTH)

ED 418 814 PS 026 519

Reppucci, N. Dickon; Britner, Preston A.; Woolard, Jennifer L.
Preventing Child Abuse and Neglect through Parent Education.
PUB DATE- 97
NOTE- 256p.; Foreword by Seymour B. Sarason.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Child Abuse; *Child Neglect; Child Rearing; Evaluation Criteria; Family Programs; *Outcomes of Education; Parent Child Relationship; *Parent Education; *Prevention; Program Effectiveness
IDENTIFIERS- Family Support; Virginia

In 1993, the Community Research Group (CRG) at the University of Virginia was provided the opportunity to gather systematic information on parent education and family support programs for the prevention of abuse and neglect throughout Virginia. Based on the group's research into 25 distinct parenting programs, this book outlines an empowering approach to service delivery in child abuse prevention programs. The book provides detailed case studies and dozens of practical suggestions for planning, evaluating, and strengthening parent education programming. Following an introduction summarizing child abuse statistics, types of prevention, and the CRG project, the chapters of the book are: (1) "Parent Education and Family Support for the Prevention of Child Maltreatment: What We Know and What We Don't Know" (with Sarah Cook); (2) "Curricula and Their Evaluation: Assumptions Underlying Parent Education"; (3) "Evaluation for the Prevention Educator"; (4) "Measurement Tools for Self-Evaluation"; (5) "Overview of Diverse Parent Education Efforts"; (6) "Case Studies of Successful Parent Education Programs"; (7) "Portsmouth's Good Beginnings: A Case through grade 3 the gains that accrue from Head Start participation. Post-Head Start Transition now has demonstration projects in 31 states. At one site, located in two county school districts in rural western West Virginia, 211 students were followed from kindergarten through grade 3. The students attended seven control schools and five schools providing transition services: staff development on developmentally appropriate education, health care for students, encouragement for parent participation, and assistance in securing needed social services. Quantitative program evaluation consisted of analysis of annual results of five achievement tests mandated by ACYF. Findings indicate that neither Head Start participation in preschool nor transition participation in the primary grades affected achievement scores. Contains 53 references, 8 data tables, and detailed discussion of statistical analyses. (SV)

ED 418 832 RC 021 490

Harmon, Hobart
Building School-to-Work Systems in Rural America. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Career Education; *Education Work Relationship; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Labor Market; *Partnerships in Education; Rural Areas; *Rural Education; *School Business Relationship; *School Community Relationship
IDENTIFIERS- ERIC Digests; School to Work Opportunities Act 1994; Sense of Place

This digest briefly describes key components for building a local school-to-work (STW) partnership and discusses the rural context for implementing such an initiative. The School-To-Work Opportunities Act of 1994 established a national framework for each state to create STW systems that are part of comprehensive education reform, are integrated with systems developed under Goals 2000, and offer opportunities for all students to earn portable credentials in a performance-based education and training program. States applying for federal incentive implementation grants must include plans to serve rural communities and to allocate subgrants to local STW partnerships. Local partnerships consisting of employers; educators; students; and representatives of local education agencies, postsecondary institutions, and labor organizations must implement programs that provide work-based learning, school-based career learning, and connecting activities. The context of rural STW programs may include persistent poverty, informal arrangements between employer and employees, remote location, or dependency on a single industry. Some parents and community leaders fear that STW programs will actually undermine local economic development by training students to leave their communities. However, the ultimate success of STW partnerships may be in giving rural students a better understanding of the rural place in which they live, and may someday work. (Contains 14 references.) (SV)

ED 418 833 RC 021 495

IDENTIFIERS- *Culture of Science

This paper discusses the elaboration and application of "scientific culture" categories to the analysis of students' discourse while solving problems in inquiry contexts. Scientific culture means the particular domain culture of science, the culture of science practitioners. The categories proposed include both epistemic operations and procedural and technical operations for work with the microscope. Data are drawn from case studies in the context of a project on students' reasoning and argumentation in high school and at university. The methodology involved observation, videotaping, and audiotaping of students while working in groups to solve biology and physics problems. The issues discussed include the appeal to consistency, the use of comparison, and the construction of data from empirical sources across different disciplinary contexts. The degree of subject-matter dependence of these operations is discussed. Results indicate that students do use epistemic and procedural operations in a way related to scientific culture. Contains 20 references. (Author/PVD)

ED 418 851 SE 061 310

Allen, Nancy J.
Not in Our State: Authentic Assessment for Native American Students Using Digital Photography.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *American Indians; *Computer Assisted Instruction; *Cultural Influences; Cultural Maintenance; Cultural Pluralism; Elementary Education; *Evaluation Problems; Nongraded Student Evaluation; *Relevance (Education); Science Education; Test Bias
IDENTIFIERS- *Authentic Assessment; Native Americans; *Social Constructivism

Cultural inclusion is more than equal access to learning. It also involves recognizing and valuing the unique cultural capital that students of diverse ethnicity bring to the learning environment. Native American students in reservation schools have experiences that differ from the mainstream, experiences that are rarely reflected in text material or on standardized tests. This study was an effort to allow these students to demonstrate learning in ways that value and build upon their real-life experiences. Students in eight classes, pre-kindergarten through sixth grade, were challenged to demonstrate through the use of student-created computer presentations their knowledge of science topics. Students worked in small groups to plan, complete, and share Hyperstudio (TM) stacks composed of digital photographs, scanned images, and computer-generated graphics enhanced with text and audio explanations. All teachers in the study identified areas in which their previous assessment of student knowledge had been either incomplete or erroneous. Findings suggest that use of such alternative methods of assessment may be a valuable strategy for the culturally different student of science. (Author/PVD)

ED 418 852 SE 061 313

cases were the teachers observed using the most appropriate instructional practices. Results of the study suggest that assessments of teacher competence from beginning teachers should be systematically collected and used for establishing the validity of any teacher evaluation instrument. (Contains 29 references.) (Author/DDR)

ED 418 872 SE 061 351

Lin, Wan-Ju
The Effects of Restructuring Biology Teaching by a Constructivist Teaching Approach: An Action Research.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Biology; *Concept Formation; *Constructivism (Learning); Cooperative Learning; Educational Change; Educational Strategies; Foreign Countries; Science Curriculum; Science Education; Science Instruction; *Science Teachers; Secondary Education; Student Attitudes; Teacher Researchers
IDENTIFIERS- Nature of Science; Taiwan

This study reports on the improvement of a teacher researcher's teaching practice by adopting a constructivist teaching approach. Four biology units on the nervous system, human circulatory system, evolution, and vertebrate classification were selected to illustrate a model of biology teaching. Data were drawn from student responses to teacher-designed, open-ended discussion questions based on the core concepts of each unit. Students were also surveyed about their attitudes and concepts toward this teaching approach. From the analysis, videotape transcripts, interview transcripts, teacher journals, and student journals, it was discovered that students show positive attitudes toward cooperative learning and their understanding of the nature of science increased significantly. (Contains 21 references.) (Author/DDR)

ED 418 873 SE 061 352

Ayres, Roberta; Melear, Claudia T.
Increased Learning of Physical Science Concepts via Multimedia Exhibit Compared to Hands-On Exhibit in a Science Museum.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Experience; Educational Strategies; Elementary Secondary Education; *Hands on Science; *Multimedia Instruction; *Multimedia Materials; *Museums; *Physical Sciences; Science Education
IDENTIFIERS- Tennessee

The purpose of this study was to determine whether the use of an interactive multimedia exhibit is more effective than a traditional hands-on exhibit in teaching physical science in a museum setting. The Simple Machine exhibit, a permanent display

IDENTIFIERS- Germany; Japan; *Third International Mathematics and Science Study

A video study was conducted as part of the Third International Mathematics and Science Study (TIMSS), a comparative study of mathematics and science education in 41 countries focusing on student achievement and its educational context. The study was conducted in a total of 231 classrooms in Germany, Japan, and the United States. Innovative new multimedia database technology was used to facilitate the management and analysis of the videos. This CD-ROM presents video examples from the TIMSS videotape classroom study. The CD-ROM provides the user with an opportunity to learn about the methodology used, explore the findings of the study, and explore and discuss videos of German, Japanese, and American lessons. Includes clips from six public-use videotaped eighth-grade mathematics lessons, two lessons each from Germany, Japan, and the U.S. It also provides lesson tables for the mathematics lessons. (ASK)

ED 418 895   SO 027 630

Fleming, Maria
Famous Americans: George Washington and Abraham Lincoln.
PUB DATE- 96
NOTE- 56p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Federal Government; Interdisciplinary Approach; *Presidents of the United States; Primary Education; *Social Studies; *United States History
IDENTIFIERS- *Lincoln (Abraham); *Washington (George)

This book provides background information and ideas for teaching about George Washington and Abraham Lincoln at the primary grade level. Cross-curricular activities include work in music, writing, art, research, plays, and games. A pull-out poster with a poem on "President's Day" is stapled in the center of the book. Chapters in the book are: (1) "Getting to Know George"; (2) "The Father of His Country"; (3) "All about Abe"; (4) "President of a Divided Nation"; and (5) "Heading Into History." Nineteen additional resources and literature links are suggested. (EH)

ED 418 896   SO 027 635

Mak, Grace C. L., Ed.
Women, Education, and Development in Asia: Cross-National Perspectives. Reference Books in International Education, Volume 33. Garland Reference Library of Social Science, Volume 825.
PUB DATE- 96
NOTE- 271p.; Published by Garland Publishing, Inc.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Access to Education; Asian Studies; Comparative Education; Educational Discrimination; *Females; *Foreign Countries; Global Education; Higher Education; Sex Role; Sex Stereotypes; *Womens Education; *Womens Studies
IDENTIFIERS- *Asia

This book contains original essays that examine the interplay between women's education and development and how they affect

DESCRIPTORS- *Active Learning; Community Resources; Educational Facilities; Elementary Education; *Exhibits; Family History; *Family Influence; Family School Relationship; Local History; *Material Culture; *Museums; Resource Centers; Social Studies

The suggestions in this booklet address the needs of children between the ages 4-12. The booklet shows how museums can inform and inspire and build skills for both classroom and lifelong learning. Suggestions are given for ways to make family visits to museums a special opportunity to spend time together in a rich learning environment. Museums also help children make the connection between the things they see and already know to things that they are learning in the school and the home. Chapters include: (1) "Foreword"; (2) "Introduction"; (3) "Museums Galore!"; (4) "The Museum Visit: Making the Most of It"; and (5) "Complementary Learning: Schools and Families." An 8-item bibliography section and a 49-item resources section offer additional ideas. (EH)

ED 418 917 SO 029 323

International Comparisons of Expenditures for Education. Indicator of the Month.
PUB DATE- 98
NOTE- 4p.; Extracted from "The Condition of Education, 1997".
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Comparative Education; Cross Cultural Studies; *Educational Finance; Educational Policy; Educational Research; Elementary Secondary Education; *Expenditures; Financial Support; Foreign Countries; *Higher Education; Private Education; Public Education; Resource Allocation; Statistical Analysis; Tables (Data)

This document provides statistical information and a brief narrative analysis of public and private expenditures on education institutions for all of the G-7 countries. The G-7 countries are: Canada, France, Japan, Germany, Italy, United Kingdom, and the United States. Statistical tables reveal the public and private expenditures on education institutions by level of education and country for 1993. A bar graph illustrates the public and private expenditures on education institutions in G-7 countries as a percentage of Gross Domestic Product (GDP) for 1993. In most G-7 countries, expenditures on higher education that came from public sources were more than twice the amount of those that came from private sources. In all of the G-7 countries, expenditures per student were larger for higher education than for primary/secondary education. The statistics include all institutions (public and private) with the exception of Germany and Italy, which include only public institutions, and the United Kingdom, which includes public and government-dependent private institutions. (MJP)

ED 418 918 SO 029 324

Stevenson, Harold; Lee, Shin-Ying; Nerison-Low, Roberta
The Educational System in Japan: Case Study Findings.
PUB DATE- 98
NOTE- 281p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Grouping; Academic Standards; Adolescents;

Esteem; Skill Development; *Womens Athletics
IDENTIFIERS- *Physiological Response; *Psychological Influences; Psychosocial Factors

Sport and physical activity contribute to the physical movement capabilities of girls, the health status of their bodies, the values and ethical behaviors they develop, and their personal development of a unique identity. This paper offers an overview of contributions and potential challenges related to physiological dimensions and psychosocial development. Childhood activities related to sport and physical activity should include opportunities for girls to develop fundamental skills and to acquire motor skills necessary for lifelong learning and leisure activities. Girls need reasonable levels of motor skill to participate in activities that facilitate good immune system functioning, build physical fitness, and maintain appropriate body weight. Exercise uniquely affects female reproductive functioning, menarche, and bone density. Girls' involvement in sports is largely impacted by the attitudes of parents and other role models. If parents support their involvement, then girls can benefit in many positive ways, including self-esteem, emotional well-being, and social competence. Recommendations include the following: (1) children should participate in regular physical activity and sports experiences; (2) children need opportunities for health-related fitness activities and skill building; (3) children need a wide range of activities; (4) excessive exercise and training should be carefully monitored; (5)moderate and regular physical activity can promote psychological and emotional wellbeing; (6) and both sexes need equal opportunities for a full range of physical fitness and sport activities. (Contains 48 reference.) (SM)

ED 418 936 SP 037 900

Ahmad, Mahassen
Evaluation of the Texas Nutrition Education and Training Program for Federal Fiscal Year 1997.
PUB DATE- 97
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Health; *Dietetics; Elementary Secondary Education; Health Promotion; Higher Education; Hispanic Americans; Library Circulation; Library Materials; *Nutrition Instruction; Program Evaluation; Workshops
IDENTIFIERS- *Nutrition Education and Training Program; Texas

This report summarizes the results of the 1997 Texas Nutrition Education and Training (NET) program, one of the U.S. Department of Agriculture's Child Nutrition Programs. NET provides nutrition education and instructional resources for children and key individuals in their learning environment. NET's target population includes parents or guardians, caregivers, teachers, and food service personnel. Texas NET's outreach includes workshops, circulation of a NET library, development and distribution of instructional and promotional materials, presentations, exhibits, publications, and coordination with related programs. Continuous evaluation of NET workshops, resulted in revisions and improvements in their content, presentation, and materials. The performance of workshop participants was occasionally evaluated using knowledge tests and attitude scales. In some instances, the behavior of the participants is evaluated. Evaluation forms collected data on participant satisfaction. Observers examined

Dental Health; Drinking; Drug Use; Elementary Education; Elementary School Students; Empowerment; First Aid; Foreign Countries; *Health Promotion; Hygiene; Nutrition Instruction; Physical Fitness; Physical Health; Reproduction (Biology); Smoking; Volunteers

IDENTIFIERS- Thailand

This manual targets new and second-year Peace Corps volunteers, presenting health lessons and activities for primary school students in Thailand. Each section of the manual outlines basic technical information about the topic, contains several detailed lesson plans, and lists quick activities that can be carried out at schools. Songs and recipes relevant to each section are also included. The nine sections focus on dental health; hygiene; nutrition; general health/colds and fevers; first aid; self-empowerment; drugs, alcohol, smoking, and fitness; the environment; and AIDS/reproductive health. All of the lesson plans and activities emphasize active learning for students and encourage students to make healthy decisions and to be responsible for the health of their communities. Each lesson is described by content area and type of activity (e.g., demonstration, game, or activity) and there is also information on target group, recommended group size, and approximate time for the lesson. At the end, there is a technical vocabulary for the lesson in English and Thai so the lesson can be taught in either language. A resource list describes some of the best health resources available at the Peace Corps. (SM)

ED 418 954 SP 037 920

Shepherd, Sandra K.; Whitehead, Constance S.

Team Nutrition's Teacher Handbook: Tips, Tools, and Jewels for Busy Educators.

PUB DATE- 97

NOTE- 110p.; When distributed by USDA, comes with "Educator's Introductory Audio Tape," not referred to in text. For other "Team Nutrition" Publications, see SP 037 921-922.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Comprehensive School Health Education; *Dietetics; *Eating Habits; Elementary Education; Food; *Foods Instruction; Health Promotion; *Nutrition Instruction

IDENTIFIERS- United States Dietary Guidelines

This teacher support manual helps elementary educators teach proper nutrition to students in pre-K through grade 5. It provides a summary of all the background and tools teachers will need to do what they want with the Team Nutrition/Scholastic curricula. There is brief background information on nutrition basics; step-by-step instructions for using the Food Guide Pyramid and food labels; lesson-by-lesson planners for integrating the activities into regular classes; and tips from teachers who have paved the way. The six sections focus on "Healthful Eating"; "Making Food Choices for a Healthy Diet"; "The Food Guide Pyramid: A Powerful Tool for Shaping Healthy Diets"; "The Food Label: A Tool for Savvy Shoppers"; "Tips and Precautions for Sharing Foods in the Classroom"; and "Additional Resources". The 22 appendixes provide teacher tips in such areas as the Food Guide Pyramid; fats; sugar; placing combination foods in the Pyramid; Asian-American foods and the Pyramid; Hispanic-American foods and the Pyramid; a sample menu; a food diary; sample goals and objectives; personal approximately 2 years. Their writings described important changes they could see in their professional and personal lives. The 1997 graduates described the ability to see children and classrooms through new perspectives, such that they felt the program helped them develop stronger professional voices, more confidence in their professional judgments, and more self-efficacy and power. Teachers also reported: a greater knowledge and sense of self; increased technology proficiency; improved understanding of the writing process and improved writing style; improved teaching practices; changed educational philosophy; improved professional and personal relationships; and broader mentoring and modeling for others. (Contains 13 references.) (SM)

ED 418 973 SP 037 940

Jensen, Jacquelyn W.
Teacher Candidates' Conceptions of Teaching and Learning: A Review.
PUB DATE- 98
NOTE- 95p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Diversity (Student); Elementary Secondary Education; Higher Education; Instructional Program Divisions; *Multicultural Education; *Nontraditional Education; Preservice Teacher Education; *Sex Differences; *Student Teacher Attitudes

The purpose of this paper is to provide a best-evidence synthesis of studies on preservice teachers' conceptions of teaching and learning and to describe their implications for teacher education. The studies that focus on preservice teachers' conceptions were grouped according to five themes. They include: (1) general orientations to teaching and education; (2) perspectives concerning diversity and multicultural education; (3) elementary and secondary contrasts; (4) gender constrasts; and (5) traditional and nontraditional contrasts. Although some patterns emerge within each theme, teacher educators must exercise caution in generalizing these findings to all teacher candidates. Within some of the presented studies, preservice teachers' conceptions of teaching and learning vary considerably. (Contains 37 references.) (AA)

ED 418 974 SP 037 941

Doyle, Lynn H.
A Framework for Examining School Leadership and Teaching in Varied Organizations and Social Contexts: A Synthesis.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Administrators; Educational Environment; Elementary Secondary Education; *Instructional Leadership; Power Structure; School Culture; *School Organization; *Social Environment; Teacher Attitudes; Teachers;

PUB DATE- 98
NOTE- 38p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (New Orleans, LA, April 1998). Small print in tables/figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Oriented Programs; Computer Software; Heuristics; *Item Response Theory; *Mathematical Models; *Spreadsheets; *Test Items
IDENTIFIERS- *One Parameter Model; *Rasch Model

Item response theory models arose from the inherent limitations of classical test theory methods of test analysis. A brief description of those limitations and the corresponding enhancements provided by item response models is provided. Further, an examination of the popular Rasch one-parameter latent trait model is undertaken. Specific explanation of the step-by-step calculations in the one-parameter model is accomplished using a commonly available spreadsheet. This paper is designed to be used as a teaching heuristic to assist students in understanding both the mechanics and the rationale behind the item response theory model measurement. (Contains nine tables, four figures, and nine references.) (Author/SLD)

ED 418 993 TM 028 277

Proficiency Score Standards for the Wisconsin Student Assessment System (WSAS) Knowledge and Concepts Examinations for Elementary, Middle, and High School at Grades 4, 8, and 10. Final Summary Report.
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Competence; Constructed Response; *Cutting Scores; Educational Assessment; Elementary Secondary Education; Essay Tests; Grade 10; Grade 4; Grade 8; Multiple Choice Tests; *State Programs; *State Standards; Tables (Data); *Test Results; *Testing Programs
IDENTIFIERS- Standard Setting; Wisconsin; *Wisconsin Student Assessment System

The Wisconsin Student Assessment System (WSAS) "Knowledge & Concepts" examinations were designed, under legislative mandate, to measure student knowledge in the areas of reading, language arts (including writing), mathematics, science, and social studies. This summary report provides information about the standard setting activities that were held in Green Lake (Wisconsin) in April 1997 for the Knowledge & Concepts Examinations. The report is organized into the following sections: (1) what the WSAS program is; (2) how the proficiency cut scores were set; (3) what the proficiency cut scores represent; (4) how each proficiency category is described; (5) how Wisconsin students compare with others; and (6) who the participants in the standard setting panels were. The WSAS examinations have two components, one component combines multiple-choice items with short-answer items and the other requires the student to respond to a writing test. In April 1997 a representative group of Wisconsin educators and other citizens served on nine panels to establish proficiency standards, which they indicated by placing "bookmarks" at the item in item-ordered booklets that represented the breaking

IDENTIFIERS- Analogies; *Domain Knowledge; *Self Regulation

Self-regulation components linked to academic problem-solving were studied. Cognitive process instruction on analogy problems was given to 63 undergraduates on a Monday. On Wednesday, problem-solving performance within the inductive reasoning domain was assessed with 30 Remote Associate Test (RAT) problems. On Friday, problem-solving performance between the inductive and deductive problem-solving task of 20 categorical syllogism problems was assessed. Results indicate that both within- and between-domain problem-solving performance is influenced by knowledge acquired prior to practice. In both cases, this influence is indirect, being mediated by the learner's ability to monitor working memory during practice. Self-efficacy assessed during practice is directly linked to within-domain, but not between-domain problem solving. On the other hand, eductive mental activity directly influenced between-domain, but not within-domain problem-solving performance in this study. Exploratory path analysis can provide insight into the relative roles played by selected cognitive-motivational components of self-regulation when learners are required to adopt to changing demands during problem solving. (Contains one figure, three tables, and four references.) (SLD)

ED 419 014 TM 028 316

Thoresen, Carol W.
Summary of the Montana STEP Project Approach to Course Reform Evaluation.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; Criteria; *Educational Change; Educational Objectives; *Evaluation Methods; Higher Education; *Mathematics Education; Minority Groups; Program Evaluation; *Science Education; *Teacher Education; Teaching Methods
IDENTIFIERS- Montana; Reform Efforts; *Systemic Educational Reform

The Montana Systemic Teacher Excellence Preparation (STEP) Project is a National Science Foundation (NSF) Collaborative for Teacher Preparation (CETP), funded in 1993, as an initiative to accomplish systemic change in mathematics and science teacher preparation in Montana. The STEP collaborative uses a team approach to redesign content and methods courses to provide support for mathematics and science preservice teachers. Between 1993 and 1996, 52 courses were revised or created. An evaluation was conducted for program improvement. The 15 STEP coordinators (3 from each of the 5 Montana State Universities) provided early feedback to the evaluator on the assessment plan and instruments to be sure they reflected STEP's goals. Assessments were done in each of the 52 STEP courses, with instructors and students participating, and faculty teams were invited to review and comment on evaluation data. Data from the revised courses were analyzed against the STEP program's "Table One" list of criteria. Information from the surveys, interviews, and observations provided cross-referenced evidence about the use of the Table One Criteria and indicated that STEP was meeting its planned objectives. The evidence builds a strong case that reformed-style instruction

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescents; Disease Control; *Health; *Homosexuality; Prevention; *Social Services; Suicide; *Young Adults
IDENTIFIERS- *Massachusetts; *Sexually Transmitted Diseases

This third report of the Massachusetts Governor's Commission on Gay and Lesbian Youth deals with problems faced by gay and lesbian youth as they attempt to access health and human services. To gather information, the Commission held five hearings across Massachusetts in the autumn of 1992. This report focuses on the testimony of gay and lesbian teenagers as compelling evidence of the need for change in the manner of provision of health and human services in Massachusettes public and private organizations. Problems faced by gay and lesbian teenagers are discussed in sections on: (1) suicide; (2) HIV/AIDS and sexually transmitted diseases; (3) violence; (4) runaway, homeless, and throwaway gay and lesbian youth; (5) substance abuse; (6) teen pregnancy; (7) minority gay and lesbian youth; (8) youth expressing nonconventional gender identities and behaviors; and (9) gay and lesbian youth and service provision. The Commission made recommendations for health and human services improvements in four areas. The first is training and education about the problems and health risks facing gay and lesbian youth. The second area is that of policies protecting the rights, safety, and health of gay and lesbian youth. A third area is service programs to address the health concerns of gay and lesbian youth, and the fourth is recommendations for professional organizations. An appendix contains the executive order establishing the Commission and a list of Commission members. (Contains 52 references.) (SLD)

ED 419 033 UD 032 277

Making Colleges and Universities Safe for Gay and Lesbian Students. Report and Recommendations of the Governor's Commission on Gay and Lesbian Youth.
PUB DATE- 93
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; Curriculum Development; Educational Policy; Higher Education; *Homophobia; *Homosexuality; Minority Groups; *School Safety; *Social Discrimination; Training
IDENTIFIERS- *Massachusetts

In the 1992-93 academic year, the Higher Education Committee of the Massachusetts Governor's Commission on Gay and Lesbian Youth heard testimony and conducted focus groups with a cross section of students, faculty, and administrators from a number of colleges and universities in Massachusetts. This report is the result of these meetings. The Commission learned that even in colleges and universities that already have clearly stated antidiscrimination statutes that include sexual orientation, sexual minorities still often feel excluded. Additional education and advocacy are needed to ensure that sexual minorities are not subjected to insensitivity, harassment, and violence. An introduction discusses the history of efforts by gay and lesbians for equal standing in institutions of higher education and identifies problems that they face, from discrimination, harassment and violence to suicide. Recommendations for more equity for gay, lesbian, and transdropout rates, family and parent involvement, the use of other service providers, and parent and student attitudes about program impacts. The relationship between dropping out and magnitude of contact with the program was statistically significant only for the high risk group, but for these students it was significant. Questionnaires completed by 126 elementary school, 139 middle school, and 135 high school students, and 226 parents indicated satisfaction with most areas of program services, with some problem areas identified. Recommendations are made for program improvement. Ten appendixes provide supplemental information about program sites, participants, and outcomes. (Contains 7 tables, 10 figures, and 34 references.) (SLD)

ED 419 052 UD 032 296

Where Are the Adults? The Attitudes of Parents, Teachers, Clergy, Coaches, and Youth Workers on Teen Pregnancy. A Focus Group Report.

SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, CA.; Carnegie Corp. of New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; Robert Wood Johnson Foundation, Princeton, NJ.

PUB DATE- 98

NOTE- 68p.; Funding also received from the Summit Foundation.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adolescents; Adults; Athletic Coaches; *Attitudes; Blacks; Clergy; *Early Parenthood; Focus Groups; Hispanic Americans; Parents; *Pregnancy; *Prevention; Questionnaires; *Sex Education; Social Problems; Social Workers; Teachers; *Urban Youth; Youth Problems; Youth Programs

In 1997, the National Campaign To Prevent Teen Pregnancy convened nine focus groups of parents of teens and other adults who work with teens such as teachers, clergy, coaches, youth recreation specialists, youth-serving organization staff, and community outreach workers. This report publishes the results of these focus groups, which involved 57 parents and 26 other adults involved with teens in Baltimore (Maryland), Phoenix (Arizona), and Indianapolis (Indiana). In Phoenix, participants were primarily Hispanic, while in Baltimore, participants were primarily African-American. The Indianapolis groups were racially and ethnically mixed. Focus group participants agreed that teen pregnancy was just one of the many serious problems facing American teenagers, and that it is a problem that can be reduced but not completely prevented. Participants believed that teen pregnancy is inextricably intertwined with other issues teens face. They considered it a problem for teen parents, their families, and society alike. Although they thought that teens and their parents have the primary responsibility to prevent teen pregnancy, participants thought that schools, religious institutions, and community organizations have important roles to play in supporting parents. Participants also believed that barriers to teen pregnancy are as complex and intertwined as the causes. They believed that reducing teen pregnancy would require better communication between teens and adults, teens being taught how hard it is to raise a child, teens having meaningful activities to occupy their nonschool time, and the media stopping its bombardment of teens with messages that glorify sex and portray teen pregnancy unrealistically. Some messages in support of these goals are suggested. Appendixes include focus group

Taylor, Ronald D.
Mothers' Stressful Events and the Adjustment of African-American Adolescents: Moderating Effects of Family Organization. Publication Series No. 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adjustment (to Environment); *Adolescents; *Blacks; *Family Structure; Health; *Mothers; Parent Attitudes; Self Esteem; *Stress Variables; Urban Youth
IDENTIFIERS- African Americans; Self Reliance

This study explored the possibility that family organization may moderate the impact of stressful events experienced in the home on adolescents' functioning. Participants were 80 African-American adolescents and their mothers in a large northeastern city. (47 one-parent and 33 two-parent families). A factor analysis was used to measure "stressful life events," forming scales in four areas: family disruption; work-related stress; health problems; and relationship problems. Findings reveal that the more that families experienced disruption and the more that mothers reported health problems, the lower the self-reliance and self-esteem of the adolescents. Mothers' health problems were also linked to an increase in adolescents' problem behavior and psychological distress. Findings also revealed some of the moderating effects of family organization on the association of stressful events with adolescent adjustment. In homes high in organization, an increase in disruption was associated with lower psychological distress, while in homes low in organization increases in disruption were associated with an increase in psychological distress. In highly organized homes, the stability and structure of the family environment may offset the impact of disruptive experiences. Some limitations of this research are discussed. (Contains 2 tables and 28 references.) (SLD)

ED 419 070 UD 032 318

Wong, Kenneth K.; Brown, Julie
The Implementation of Two Reform Programs in Philadelphia: Lessons from Children Achieving and Title I Schoolwide Strategies. Publication Series No. 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; Case Studies; *Compensatory Education; Curriculum; *Educational Change; Elementary Education; Hispanic Americans; Inner City; *Political Influences; Program Implementation; *Urban Schools
IDENTIFIERS- *Improving Americas Schools Act 1994 Title I; *Philadelphia School District PA; Reform Efforts

This study attempts to identify points of intersection between two layers of educational reform by analyzing how the goals of the program "Children Achieving" overlap with those of the federal Title I schoolwide programs in the Philadelphia (Pennsylvania) School District. Children Achieving was a utilizing and other tools associated with the Internet. A summary of year-by-year activities is given, and two tables show the Instructional Video Evaluation Instrument results and [illegible] results. Recommendations are provided for improving the instructional video and training components. The Instructional Video Evaluation Instrument is included at the end of the document. (AEF)

ED [illegible] IR 056 [illegible]

Eisenberg, Michael B.; Berkowitz, Robert E.
Helping with Homework: A Parent's Guide to Information Problem-Solving.
Spons Agency- Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date- 96
Note- [illegible]; For ERIC Digest of same name, see IR 056 251.
Language- English
EDRS Price- [illegible] Plus Postage.
Pub Type- [illegible] Techniques (For [illegible] Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) [illegible] Analyses/State-of-the-Art Materials - ERIC Information Analysis Products (071)
Descriptors- Academic Achievement; Access to Information; [illegible] Secondary Education; [illegible] Skills; [illegible] Strategies; [illegible] Problem Solving; Research Skills; [illegible] Thinking Skills; Users (Information)
Identifiers- [illegible]; ERIC

The purpose of this book is to help parents become partners in their children's learning in school by offering them practical ideas on help with homework and assignments. Parents can use the Big Six Skills information problem-solving process to effectively deal with the abundance of information available from many sources and guide their children through school assignments. The Big Six Skills apply to any problem or activity that requires a decision or result based on information: task definition, information seeking strategies, location and access, use of information, synthesis, and evaluation. There are six chapters in the book: (1) "The Big Six Approach: A Framework for Helping Children"; (2) "What Your Children Need to Know About School Assignments"; (3) "The Big Six Approach: A Framework for Helping Children with Homework"; (4) "Computers, the Internet, and Other Technologies: Can They Really Make a Difference?" (5) "Working with Assignments: Examples from Various Subjects"; and (6) "Bringing It All Together: A Parent Conversation with Mike and Bob." Appendices include the Big Six Assignment Organizer, applying the Big Six to common homework assignments, Big Six Skills overhead transparencies, [illegible], background information on the Educational Resources Information Center (ERIC), and a selected bibliography of ERIC documents. (Author/SWC)

ED [illegible] IR 056 [illegible]

[illegible], Ed.
News Bulletin: The Newsletter of the National Library of Education, 1997.
Pub Date- 97
Note- [illegible]; Two issues, numbers "v1 n1" (January-March 1997) and "v1 n2" (Fall 1997) respectively.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activities; *Adolescents; Internet; *Library Services; Public Libraries; Reading Interests; *Reading Motivation; *Reading Programs; Secondary Education; Skill Development; *Summer Programs; Volunteers; *Youth Programs
IDENTIFIERS- Special Needs Children

A summer reading program can be designed to attract not just those teenagers who love to read, but also nonreaders who have yet to experience the joy of reading. This book gathers from library literature and previously unpublished accounts of recent programs and provides information about different kinds of summer reading programs designed especially for young adults. Projects, activities, and services from libraries across the United States are presented. The book is organized by the following sections: "General Incentive Programs"; "Thematic Programs"; "Special Programs and Activities"; "Beyond Reading: Youth Participation"; and "Programs Serving Teens with Special Needs." While the emphasis of the book is on summer reading programs, it also describes other types of programs in libraries that provide teenagers with opportunities to learn new skills: surfing the Internet and other computer programs and working as volunteers in a variety of tasks from shelving books to performing for children. (AEF)

ED 418 719 IR 057 020

Arizona Public Library Statistics, 1996-1997.
PUB DATE- 98
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Library Collections; Library Expenditures; Library Funding; Library Personnel; Library Services; *Library Statistics; *Public Libraries; *Statistical Data; Tables (Data); Volunteers
IDENTIFIERS- *Arizona

This document is a compilation of information supplied by Arizona public libraries. Data is arranged by a separate index divider for each of these county groups: Apache, Cochise, and Coconino; Gila, Graham, Greenlee, and La Paz; Maricopa and Mohave; Navajo, Pima, and Pinal; and Santa Cruz, Yavapai, and Yuma. Each section contains tables of the following statistical information: (1) general information; (2) library staff; (3) volunteers; (4) library operating income (by source); (5) library operating expenditures; (6) selected special expenditures; (7) library collection in physical units; (8) library services per annum; (9) children's services; and (10) selected measures. Concludes with grand totals for all the counties, system summaries, and definitions and notes which include the report form, poverty guidelines, and 1990 Census Estimates of the percent of persons below poverty level in Arizona counties. (AEF)

ED 418 720 IR 057 021

Healy, Leigh Watson
Library Systems: Current Developments and Future Directions.
PUB DATE- 98
NOTE- 185p.

enrollment. Contains 16 references. (YKH)

ED 418 739 JC 980 198

Sundberg, Lori L.
How Community Colleges Can Increase Enrollments During Times of Low Unemployment.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Colleges; *Comparative Analysis; Declining Enrollment; *Enrollment Influences; Enrollment Management; Enrollment Projections; Enrollment Rate; *Enrollment Trends; High School Seniors; High Schools; Marketing; Program Implementation; Two Year College Students; Two Year Colleges; *Unemployment
IDENTIFIERS- *Carl Sandburg College IL

In comparing local unemployment rates with enrollments over a 20-year period at Carl Sandburg College (CSC, Illinois), it was discovered that there is only a moderate correlation between unemployment and vocational, occupational, and GED enrollments, and no correlation at all with enrollments in baccalaureate or transfer programs. These results suggest that, against popular belief, community colleges need not suffer declines in enrollment during periods of low unemployment. Colleges must simply shift their efforts toward marketing those services and programs still in demand. For example, CSC has focused on aggressively recruiting high school seniors, people who are minimally affected by unemployment rates when making their college decisions. The college also has initiated new vocational and occupational programs that are in high demand in the district. These programs admit people who have lost their jobs and help them to increase their earning potential and obtain employment after graduation. As a result of its efforts, CSC has seen a 15% increase in enrollment, while other Illinois community college enrollments have declined. This analysis illustrates the need to accurately determine how unemployment rates affect enrollment at specific schools, and how this information can be used to a school's advantage in its marketing endeavors. (YKH)

ED 418 740 JC 980 200

King, Catherine; Cyr, Anne Reis; Gross, Mary; Armstrong, Ray
Workplace Math. EPIC Workplace Learning Project, 1996.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Basic Skills; Class Activities; *Instructional Materials; *Learning Activities; *Mathematics Anxiety; *Mathematics Instruction; Mathematics Skills; *On the Job Training; Teaching Guides; Teaching Methods

Designed as a reference for teaching mathematics in the workplace, this manual presents teaching strategies and activities for beginning, intermediate, and advanced learners in four mathematics-related topics. Following an overview of the manual's purpose, definitions are provided of the three skill levels targeted by the activities. Strategies and include documents concerning faculty nominations and training, opposition to the "English for Children Initiative," the Equal Educational Opportunity Initiative, and the California Community College Pledge. (YKH)

ED 418 759 JC 980 229

Illinois Trustee, Summer 93-94.
PUB DATE- 94
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Community Colleges; Educational Finance; Educational Legislation; *Educational Policy; Enrollment Influences; Enrollment Trends; Faculty Development; Government School Relationship; Sex Bias; Sex Discrimination; *Sexual Harassment; Trustees; Two Year Colleges
IDENTIFIERS- Illinois; *Illinois Community College System

"Illinois Trustee," the official publication of the Illinois Community College Trustees Association (ICCTA), is distributed to all trustees, chancellors, and presidents, as well as to other persons interested in the public community colleges of Illinois. These four issues of volume 24 include the following articles: (1) "Community College Budget Up 3.5% for FY94; All 10 Capital Projects are Funded"; (2) "A Day in the Life of an ICCTA Lobbyist," (Audrey Trotter); (3) "Gender Equity and College Athletics," (Cardiss Collins); (4) "Did Rising Tuition Cause Falling Enrollment in Fall 1993?" (5) "20 Steps to Responsible Trusteeship," (6) "Why I Support a National Service Plan," (George Sangmeister); (7) "ICCB's Israel Challenges Trustees to Become College Advocates"; (8) "ICCTA's Legislative Agenda"; (9) "Trustee Education: Who Needs It?" (Peggy Connolly); (10) "Building a Systematic Approach to Government Relations"; (11) "Guess Who's Coming to College: Enrollment Study Raises Questions for College Boards," (Gary Davis); and (12) "How Legislators Make Decisions," (Vicki Moseley). In addition, each issue provides a number of short articles covering current ICCTA activities, decision and concerns, while most also include the following regular columns: remarks by the ICCTA president; "The Legal Corner" (which deals specifically with sexual harassment in this volume); and "Names in the News." (YKH)

ED 418 760 JC 980 230

Blurring the Lines: Integrating Academic and Occupational Instruction at the Community College. A White Paper by the Illinois Task Force on Academic/Occupational Integration.
PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Colleges; Cooperative Education; Curriculum Development; *Educational Change; Educational Innovation; Educational Objectives; Financial Support; Integrated Activities; *Integrated Curriculum; Integrated Learning Systems; Interdisciplinary Approach; Job Training; Organizational Objectives; Professional Development; Program Implementation; State Aid; Two Year Colleges; Vocational Education
IDENTIFIERS- Illinois

This report concerns integrating academic and occupational

Meyer, Jill
Employer-Assisted Dependent Care in Texas: A Report.
SPONS. AGENCY- Texas Workforce Commission, Austin.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Day Care; Comparative Analysis; Early Childhood Education; Employed Parents; *Employer Attitudes; *Employer Supported Day Care; *Employers; *Family Work Relationship; Flexible Working Hours; *Fringe Benefits; Job Sharing; Policy Analysis
IDENTIFIERS- Child Care Vouchers; Dependent Care Tax Credit; Resource and Referral Service; Subsidized Child Care Services; Telecommuting; *Texas

By offering benefits that assist workers in attaining a better balance between work and family, employers can improve the quality of work produced for their companies and the quality of life for employees. This report discusses the benefits of dependent care programs, describes the process involved in selecting appropriate programs, and discusses common concerns and issues. Also discussed are demographic trends influencing the growing conflict as employees try to juggle work and family concerns. The report concludes with the findings of an independent survey study on the state of employer-assisted dependent care in Texas and a comparison of Texas with the rest of the country. Out of 6,500 employers surveyed, 1,331 employers returned a mailed survey (22.6 percent response rate). The findings indicated that firms were more likely to provide informational dependent care benefits than they were to offer direct service or direct financial subsidies for care. Flexible work arrangements such as flextime and job sharing were growing in popularity. All benefits were offered to a much greater extent in the largest firms (with over 500 employees) than in smaller. Texas is providing benefits at a lower rate than the nation as a whole. Nationwide, firms whose core employees are professional and technical workers were more likely to provide family-friendly benefits than firms with other types of employees. In Texas, benefits, when offered, were provided at all employee levels. Two appendices describe the survey methodology and the initiatives of the Texas Work and Family Clearinghouse. Contains 51 references. (KB)

ED 418 780 PS 026 287

Reid, Kristen; Temple, Judy
School-Age Child Care: Texas School District Involvement: A Report.
SPONS. AGENCY- Texas Workforce Commission, Austin.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *After School Programs; Day Care Centers; Elementary Education; Financial Problems; Program Attitudes; Program Descriptions; *School Age Day Care; School District Size; *School Districts; State Surveys
IDENTIFIERS- Child Care Costs; Program Characteristics; Quality Indicators; Texas

With increasing numbers of parents at work or in training and education programs when children get out of school, the existence and quality of school-age child care (SACC) affects harmonious family interactions. Following a brief review of research indicating the success of cognitive curricula in early education and the need for prosocial curricula, the paper briefly describes 30 classroom techniques to teach and encourage prosocial behavior. Techniques described include teaching children easy words to express feelings; giving clear, reasonable rules; teaching cooperative games; and encouraging more complex, positive sociodramatic play. Contains 20 references. (EV)

ED 418 797   PS 026 465

Indicators of Quality: Guiding the Development and Improvement of Early Childhood Care and Education Programs. Second Edition.
PUB DATE- 96
NOTE- 35p.; This guide was revised by the Program Recognition Subcommittee of the Child Care and Early Childhood Education Coordinating Committee. For 1989 guide, see ED 313 164.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; Community Resources; *Early Childhood Education; Educational Environment; *Educational Quality; Evaluation Criteria; *Guidelines; Health; Parent Participation; Program Evaluation; Safety; School Administration; School Personnel; Self Evaluation (Groups); *Standards; State Curriculum Guides
IDENTIFIERS- *Quality Indicators

Early childhood professionals and others concerned with the welfare of young children believe that voluntary quality guidelines can provide a model for program developers and current operators to use in assuring that program practices are age appropriate, that trained personnel are available, and that facilities are acceptable. These quality guidelines, which represent a standard of quality exceeding minimum licensing, approval, and accreditation requirements, were prepared for use by most types of public and private early childhood programs--child care centers, family child care homes, early childhood special education programs, preschools, nursery schools, Head Start programs, kindergartens, and primary units. The guidelines have been grouped into seven major categories: Administration, Staffing, the Learning Environment, Health and Safety, Family Involvement and Parenting Education, Use of Community Resources, and Evaluation of Program and Staff. In each category, a statement of ideals and a rationale are followed by indicators that identify characteristics of quality programs. Also provided is a checklist that administrators, teachers, parents, and others can use to determine the extent to which their program meets the guidelines. It is emphasized that the guidelines are not requirements; they only describe a model of program quality. (HTH)

ED 418 798   PS 026 467

Brain Development and the Education of Children from Birth to Age Three. West Virginia KIDS COUNT Data Book: 1997 County Profiles of Child Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 187p.; For 1996 Data Book, see ED 407 121.
LANGUAGE- English

Study of Outcome Evaluation"; (8) "Key Components of Successful Programs"; and (9) "A Policy Agenda for Child Maltreatment Prevention." Appendices include a sample program curriculum, targeted handouts for program personnel, and comprehensive lists of program evaluation measures. Contains 178 references.(HTH)

ED 418 815 PS 026 533

Tao, Fumiyo; Khan, Sherry; Gamse, Beth; St. Pierre, Robert; Tarr, Hope
National Evaluation of the Even Start Family Literacy Program. 1996 Interim Report.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- 98
NOTE- 244p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Early Childhood Education; *Family Literacy; *Literacy Education; Outcomes of Education; Parent Education; Participant Characteristics; *Program Effectiveness; Program Evaluation; State Programs
IDENTIFIERS- *Even Start; Program Characteristics

The Even Start Family Literacy Program addresses the basic educational needs of parents and children of low-income families by providing a unified program of: (1) adult education and literacy programs for parents; (2) early childhood education for their children; and (3) assistance for parents to effectively promote their children's educational development. This report describes the Even Start Program at the end of the third year of its second national evaluation. Following an executive summary of the evaluation, the chapters cover: (1) principal components of the Even Start approach; (2) Even Start national evaluation, including the scope of the 1995-96 evaluation; (3) characteristics of Even Start families; (4) services provided to participants by Even Start projects; (5) extent of participation in Even Start services; (6) services provided to the neediest Even Start families; (7) educational and developmental outcomes of Even Start participants; (8) relationship of program outcomes to participant and project characteristics; and (9) resources that best support Even Start services. Among the findings noted in these sections are that: about 85% of 1995-96 enrollees had neither completed high school nor earned a GED; over half of Even Start projects were located in rural areas; across all educational components, projects commonly relied upon individualized instruction using curriculum materials externally developed by other programs; and major challenges to program implementation included improving attendance, improving participants' retention or motivation, obtaining sufficient financial resources, and obtaining adequate transportation. The report's three appendices detail Even Start legislation, provide additional data tables, and present content validity of measures used in the sample study. Contains 32 references. (HTH)

ED 418 816 PS 026 690

America's Children: Key National Indicators of Well-Being.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 121p.

Indigenous Affairs = Asuntos Indigenas, 1997.
PUB DATE- 97
NOTE- 386p.; Photographs will not reproduce adequately. For 1996 issues, see ED 408 148.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- Canada Natives; *Civil Liberties; *Conservation (Environment); Cultural Maintenance; Foreign Countries; *Indigenous Populations; Minority Groups; *Politics; *Self Determination; Treaties
IDENTIFIERS- *Land Rights; Oppression; United Nations

This document contains the three 1997 English-language issues of Indigenous Affairs and the three corresponding issues in Spanish. (The last two quarterly issues were combined.) These periodicals provide a resource on the history, current conditions, and struggles for self-determination and human rights of indigenous peoples around the world. Articles on Canada discuss regional agreements that protect land rights and promote indigenous self-determination; opposition of the Innu Nation to Canadian military training flights that are adversely affecting their health, cultural revival, and environment; and the defeat of a Nunavut plebiscite that would have guaranteed equal numbers of male and female legislators in the new territory. Articles on Latin America discuss the presentation of the 1996 Bartolome de las Casas Award to the Federation of Natives of Madre de Dios (FENAMAD) for the defense of isolated and "noncontacted" indigenous peoples in the Peruvian Amazon; legalization of gold prospector enclaves on indigenous lands in Raposa-Serra do Sol, Brazil; indigenous politics and elections in Ecuador and Bolivia; negotiations on construction of a naval base in Kuna territory, Panama; assassination by Brazilian youths of Galdino Pataxo, a councillor negotiating land boundaries; indigenous mobilization in Argentina seeking implementation of constitutional guarantees concerning bilingual education, land rights, community land ownership, and control over natural resources; and human rights violations and murders of indigenous leaders in Colombia. Other articles cover politics, human rights, environmental issues, and cultural and linguistic rights in Papua New Guinea, Bangladesh, Tanzania, Russia, the Philippines, Botswana, Namibia, Australia, "French" Polynesia, and the United Nations and its agencies. (SV)

ED 418 834 RC 021 502

Knockwood, Isabelle; Thomas, Gillian
Out of the Depths: The Experiences of Mi'kmaw Children at the Indian Residential School at Shubenacadie, Nova Scotia.
PUB DATE- 92
NOTE- 159p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- American Indian Education; American Indian History; *Boarding Schools; *Canada Natives; *Child Abuse; *Educational Practices; Elementary Secondary Education; Ethnic Discrimination; Foreign Countries; Personal Narratives; *Student Experience
IDENTIFIERS- Long Term Effects; *Micmac (Tribe); Nova Scotia

The Indian Residential School in Shubenacadie, Nova Scotia, was established by the Canadian government in 1929 to provide

Cobern, William W.; Loving, Cathleen C.
Defining "Science" in a Multicultural World: Implications for Science Education (SLCSP #148).
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; *Cultural Pluralism; Elementary Secondary Education; *Epistemology; Indigenous Populations; Naturalistic Observation; Nonformal Education; Power Structure; *Science Education; Scientific and Technical Information; Scientific Attitudes; *Western Civilization
IDENTIFIERS- Knowledge; *Nature of Science; *Universality

This paper argues that science can be defined with sufficient clarity so as to maintain a coherent boundary for the practical purposes of school science curriculum development. That boundary excludes most forms of indigenous knowledge, if not all, just as it excludes art, history, economics, religion, and many other domains of knowledge. Being exclusive, however, does not confer upon science any privilege vis-a-vis other domains. Science is properly privileged only within its own domain for that is where its strength lies. When traditional ecological knowledge and other forms of indigenous knowledge are devalued, it is not because of the exclusive nature of the standard account of science but because someone is involved in the practice of extending scientific privilege from its proper domain in science and technology into other domains. The solution is to resist this practice by emphasizing the concept of epistemological pluralism throughout schooling, bearing in mind that pluralism is the civil discussion of differences and disagreements about what is most importantly true. Contains 65 references. (PVD)

ED 418 853 SE 061 317

Whitworth, Joan M.
Looking at Distance Learning through Both Ends of the Camera.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; *Computer Mediated Communication; *Distance Education; Elementary Education; Hands on Science; Higher Education; Inservice Teacher Education; Science Education; Sensory Deprivation; *Student Participation; *Teacher Response; Technology; Technology Education; *Telecommunications
IDENTIFIERS- Morehead State University KY

This investigation chronicled the experiences of an instructor and her students as they first experienced a distance course that utilized various technologies. Both the instructor and the students had limited or no experience with e-mail, use of the Internet, or the supporting software. The students were 33 elementary school teachers taking a graduate level science at the East Tennessee Discovery Center, was used as a comparison with an interactive computer exhibit. Elementary school students (N=104) took a multiple-choice quiz before entering into the museum and again after interacting with the exhibits. A random sample was selected in order to determine whether the students would experience the traditional or the multimedia exhibit. Results indicate that there is an increase in science learning when students interact with a multimedia exhibit when compared to the hands-on exhibit. Also, there appears to be no significant difference in the holding power of the exhibits. Both exhibits were very efficient in attracting and engaging students, and statistical tests indicate no gender differences in learning or in holding power. (Contains 33 references.) (DDR)

ED 418 874 SE 061 353

Melear, Claudia T.; Alcock, Martha W.
Learning Styles and Personality Types of African American Children: Implications for Science Education.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Cognitive Processes; *Cognitive Style; *Cultural Influences; *Educational Strategies; Elementary Secondary Education; Minority Groups; *Personality; *Science Education
IDENTIFIERS- *African Americans; Myers Briggs Type Indicator; North Carolina

This study focuses on determining whether the learning styles of African American children, as described in the literature, are related to the preference of feeling and the sensing-perceiving temperament as defined by the Myers Briggs Type Indicator (MBTI). Science teachers were particularly interested in understanding influences because science educators are trying to engage more underserved populations in science for both lifelong personal benefits and for careers in science. This study aimed to present type preferences for African American high school students in North Carolina, to identify learning style differences between minority and majority high school males, to compare the learning style preferences of African American high school students to the learning style preferences of male Howard University students, and to compare the learning style preferences of Grade 6 and Grade 11 African American students. Analysis of the data show learning style differences among African American youth and a population of white male students. The learning styles of African Americans have more heterogeneity than previously reported. It is suggested that white Americans must take major responsibility for the underrepresentation of African American students in science careers. (Contains 37 references and results of the MBTI survey.) (DDR)

ED 418 875 SE 061 354

Jelinek, David John
Student Perceptions of the Nature of Science and Attitudes towards Science Education in an Experiential Science Program.
PUB DATE- 98

women's status in selected nations in Asia. The volume focuses on how women in Asia use opportunities and challenge limits in education, the role of education in their economic participation, and the enhancement and tension brought to their family roles. Each chapter begins with a brief historical account of education for women in a specific Asian nation and investigates how women use their education in the labor market and in the family. The book is divided into three parts. Part 1, "East Asia," includes: (1) "The People's Republic of China" (Grace C. L. Mak); (2) "Japan" (Machiko Matsui); (3) "South Korea" (Oksoon Kim); and (4) "Taiwan, Republic of China" (Hsiao-chin Hsieh). Part 2, "Southeast Asia," contains: (1) "Indonesia" (Mayling Oey-Gardiner and Riga-Adiwoso Suprapto); (2) "Malaysia" (Robiah Sidin); and (3) "Singapore" (Guat Tin Low). Part 3, "South Asia," focuses on: (1) "India" (Ratna Ghosh and Abdulaziz Talbani); (2) "Pakistan" (Kowsar P. Chowdhury); and (3) "Sri Lanka" (Swarna Jayaweera). Contains an extensive bibliography. (EH)

ED 418 897 SO 027 766

Grant, Mary A.; Hunt, Thomas C.
Catholic School Education in the United States: Development and Current Concerns. Garland Reference Library of Social Science, Volume 474. Source Books on Education, Volume 31.
PUB DATE- 92
NOTE- 296p.; Published by Garland Publishing, Inc.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Catholic Schools; *Educational History; Elementary Secondary Education; Higher Education; *Private Education; *Religious Education; United States History

This book offers a history of Catholic schools in the United States and cites their recognitions and challenges. It is intended as a resource book for those interested in Catholic schools in the past and/or present. The chapters are arranged chronologically beginning with colonial times and concluding with 1991. Each chapter features an annotated bibliography. Chapters are: (1) "An Overview"; (2) "Colonial Times to 1840"; (3) "The Era of the Councils, 1840-1884"; (4) "Catholic Schools and 'Americanism', 1884-1925"; (5) "A Settled System, 1925-1945"; (6) "A Period of Unprecedented Growth, 1946-1965"; (7) "The Second Vatican Council and the Beginning of the Decline, 1966-1971"; (8) "Reevaluation and Regrouping, 1972-1982"; and (9) "Current Concerns, 1982-1991." A subject index and an author index are included. (EH)

ED 418 898 SO 027 767

Karnes, Frances A.; Bean, Suzanne M.; Wallner, Rosemary, Ed.
Girls and Young Women Leading the Way: 20 True Stories about Leadership.
PUB DATE- 93
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescent Literature; Case Studies; *Community Action; *Community Development; Elementary Secondary Education; *Females; *Leadership; *School Community Relationship; Service Learning; Social Studies; Student Volunteers; Volunteers;

Case Studies; *Comparative Education; Curriculum Development; Educational Administration; *Educational Assessment; Educational Experience; Educational Policy; *Educational Practices; Elementary Secondary Education; Foreign Countries; International Educational Exchange; *Student School Relationship; *Teacher Education

IDENTIFIERS- *Japan; Third International Mathematics and Science Study

This document summarizes the findings of a year-long study that used case studies of specific schools in Japan to collect qualitative data on the Japanese educational experience. From 1994-95 the Case Study Project (a component of the Third International Mathematics and Science Study) collected information from interviews with students, parents, teachers, school administrators, and education officials, as well as through classroom observation. Topics investigated in the Case Study Project were education standards, dealing with differences in ability, the place of school in adolescents' lives, and the training and working conditions of teachers. The project examined elementary, middle, and high schools in the northern, middle, and southern parts of Japan. Specifically, the study sections are: (1) "Introduction" (Gerald LeTendre); (2) "Development and implementation of education standards in Japan" (Douglas Trelfa); (3) "Individual differences and the Japanese education system" (Hidetada Shimizu); (4) "The role of school in Japanese adolescents' lives" (Gerald LeTendre); (5) "Teachers and the teaching profession in Japan" (Carol Kinney). Within that broad framework some issues that were addressed include the effects of a unified curriculum, teacher work patterns, the role of schooling in social stratification, individual differences and concepts of ability, the role of the family, and foundations in preschool and elementary education. Statistical tables include information on general school enrollment trends (1996), standard number of school hours in Japanese schools, and subjects required of Japanese students. Includes an example floor plan of a Japanese high school, daily schedules for various high school students, and a weekly schedule for an elementary school. (MJP)

ED 418 919 SP 037 646

Berman, Sally
Making Choice Theory Work in a Quality Classroom.
PUB DATE- 97
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; Collegiality; *Cooperative Learning; Educational Quality; Evaluation Methods; Feedback; High Schools; Secondary School Teachers; *Student Behavior; Student Evaluation; *Teacher Expectations of Students; *Teacher Student Relationship; Teamwork
IDENTIFIERS- *Choice Behavior; Coercive Behavior

This book focuses on teacher behavior and explores the concept of noncoercive classroom management. It is a companion to a previous book, "A Multiple Intelligences Road to a Quality Classroom." The book describes what teachers can do to eliminate fear and coercion, model learning tasks, honor all ways of being intelligent, collect authentic information about the performance of contract trainers who delivered workshops. Trainers completed self-evaluation forms. At each workshop, a registration form collected data on number of participants and their functions, work facilities, ethnic background, and number of children or providers reached. A library feedback form collected data on library circulation. In 1997, 144 workshops were delivered to 2,433 people. Hispanics were the largest participating ethnic group. NET delivered relatively few training hours to food service personnel. Library circulation decreased in 1997. Two workshops were developed in 1997, and 88 instructional/promotional materials were distributed. Seven conference presentations were given, mainly to college students. NET coordinated with several related programs. An appendix contains 12 figures and 10 tables. (SM)

ED 418 937 SP 037 901

Ross, Craig M.
Computer Technology and Its Impact on Recreation and Sport Programs.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Conference of the Midwest AAHPERD (Fort Wayne, IN, February 13, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Athletics; *Computer Software; Elementary Secondary Education; Exercise; Leisure Time; Parks; *Physical Education; Physical Fitness; Recreational Activities; *Recreational Programs; *Scheduling
IDENTIFIERS- Health Risk Appraisal; Parks and Recreation Professionals

This paper describes several types of computer programs that can be useful to sports and recreation programs. Computerized tournament scheduling software is helpful to recreation and parks staff working with tournaments of 50 teams/individuals or more. Important features include team capacity, league formation, scheduling conflicts, scheduling formats, master schedule, team schedules, reports, team rosters, standings, and optical scanning. Computerized facility scheduling software is helpful at recreational facilities, though before making a purchase, it is important to consider several factors that are unique to each base. The user must understand the components of the system, be familiar with the facility environment, and know what to look for in selecting software and hardware. Computerized recreation registration software programs help with scheduled events that are programmed for parks and recreation agencies. Again, the user must understand the system components, facility environment, and software and hardware needs. Fitness/wellness software helps fitness practitioners with managing their programs. The practitioners must understand the types of fitness/wellness software to select from, which include fitness assessment profiles, health risk assessment, personal fitness programs, and exercise prescriptions. Charts for each type of software are attached. (SM)

ED 418 938 SP 037 903

Guide for Effective Paraeducator Practices in Iowa.
PUB DATE- 98
NOTE- 69p.
LANGUAGE- English

goals; a sample food label; a sample letter to a supermarket manager; a library request form; and a sample thank you letter to the newspaper. (SM)

ED 418 955 SP 037 921

Team Nutrition School Activity Planner. A How-To Guide for Team Nutrition Schools and Supporters.
PUB DATE- 97
NOTE- 51p.; For other "Team Nutrition" publications, see SP 037 920-922.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Health; Comprehensive School Health Education; *Dietetics; *Eating Habits; Elementary Secondary Education; Food; *Foods Instruction; Health Promotion; *Nutrition Instruction; Parent Participation; Physical Activities; Physical Fitness; Program Development; Teamwork

This "how-to" guide for Team Nutrition fairs and tasting activities helps Team Nutrition supporters and schools understand how to work together to improve the health and education of children. Team Nutrition is the implementation tool for the U.S. Department of Agriculture's School Meals Initiative for Healthy Children. Section 1 of the guide offers a Team Nutrition overview. Section 2 provides Team Nutrition school activities. Section 3 discusses how to plan a Team Nutrition Fair (linking Team Nutrition supporters and schools and forming a Team Nutrition fair committee). Section 4 explains how to plan a Team Nutrition tasting activity. Section 5 offers letters and reproducibles. Parent reproducibles include "What You Need to Know About Nutrition and Physical Activity," "Take Out--Bringing the Food and Fitness Message Home," "Nutrition Games," and "Pyramid Snacks." Supporter materials include a sample letter to Team Nutrition schools, a sample media advisory, and a sample news release. Sample student reproducibles include a taste test and a taste champion certificate. Planning materials include a fax back form to identify participating schools and sample calendars. The lists of resources include Team Nutrition supporters and USDA Team Nutrition contacts. (SM)

ED 418 956 SP 037 922

Team Up at Home. Team Nutrition Activity Booklet. Fun Nutrition Activities for the Family.
PUB DATE- 95
NOTE- 41p.; For other "Team Nutrition" publications, see SP 037 920-921.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Health; *Dietetics; *Eating Habits; Elementary Secondary Education; Food; *Foods Instruction; Health Promotion; *Nutrition Instruction; *Parent Participation; Physical Health; Teamwork
IDENTIFIERS- United States Dietary Guidelines

This guide booklet helps parents teach their children about

Teaching (Occupation)

This research examined the overlap of four key domains of schools according to multiple perspectives. The four domains (the macro-framework) were leadership, teaching, organization, and social contexts (B. Rowen, 1995). The "micro-framework" emerged from the paradigm theory and consisted of three perspectives, were the functionalist, constructivist, and critical, which were grounded in the work of G. Burrel and G. Morgan. Using "meta-ethnography" (G. W. Noblitt, R. D. Hare) as the methodology, this two-part framework was applied to four existing case studies in an attempt to synthesize results. The four ethnographies, from which the case studies were derived, are entitled : (1) "Elementary Schooling for Critical Democracy" (J. Goodman); (2) "After the School Bell Rings" (C. Grant and C. Sleeter); (3) "Making Multicultural Education Work" (S. May); and (4) "The Fate of an Innovative School: The History and Present Status of the Kensington School" (L.M. Smith, J.P. Prunty, D.C. Dwyer, and P. F. Kleine). The four study schools fell into two categories: those which were succeeding in their efforts to reform teaching, and those which were not. Results indicated that successful schools were those in which the dominant perspectives, functionalist, constructivist, and/or critical, were consistent in all four domains. In unsuccessful schools, dominant perspectives differed in one or more domains. The most powerful and redundant key descriptors throughout the study depicted successful schools as those with visions which inflamed members of the school community. Leaders had strong visions, teachers had commitment, and both were congruous with each other and the needs and expectations of the local context. (Contains 43 references.) (SM)

ED 418 975 TM 028 254

Choy, Susan P.
1998-99 Schools and Staffing Survey: Issues Related to Survey Depth. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Collection; Educational Policy; Elementary Secondary Education; Estimation (Mathematics); *National Surveys; Professional Development; *Research Design; Research Methodology; Responses; Teacher Education; *User Needs (Information)
IDENTIFIERS- *Schools and Staffing Survey (NCES)

The Schools and Staffing Survey (SASS) has made it possible to develop comprehensive profiles of the nation's public and private schools and teachers and principals and to study issues of teacher supply and demand. The planned switch to a 5-year cycle of data collection provides a good time to re-examine the survey's design. This paper focuses on an aspect of design, survey depth. It addresses questions of the level at which estimates should be provided, from whom data should be collected, and how much data can reasonably be collected from each respondent. The paper starts with a description of the context within which choices can be made about survey depth. It examines the purposes of the SASS, identifies emerging policy issues, and describes users and uses of the data. This exploration of survey depth leads to a conclusion that, given the current focus on measuring quality at the classroom level, point between proficiency categories of: (1) minimal performance; (2) basic performance; (3) proficient performance; and (4) advanced performance. This report has been updated with the final, approved cut scores and estimates of score distributions for 1996-97. On the fall 1996 examinations, Wisconsin students at the three grades tested (4, 8, and 10) scored well above the national comparison group on the multiple-choice and short answer sections of the test (writing comparisons were not made). (Contains six tables and one figure.) (SLD)

ED 418 994　　　　TM 028 281

Pinto, Marcelo F.
Impact of Attendance at Parent Conferences on Elementary and Middle School Title I Students' Reading and Math Test Scores.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; *Attendance; Compensatory Education; Effect Size; Elementary Education; *Elementary School Students; *Junior High School Students; Junior High Schools; Middle Schools; *Parent Conferences; Parent Participation; *Standardized Tests; *Test Results
IDENTIFIERS- *Dallas Independent School District TX; *Elementary Secondary Education Act Title I

The effects of overall attendance at parent conferences on Title I student's standardized test scores were studied in the Dallas (Texas) Public Schools. Analyses of Covariance (ANCOVA's) were conducted to investigate the effect of overall attendance on students' standardized test scores, and Cohen's "f" statistics were used as an index of effect size. In the 1996-97 school year, three parent conferences (fall, winter, and spring) were scheduled. Data indicate the number of conferences attended by at least one parent or other responsible adult for each child participating in Title I services. For the whole year, someone attended at least 1 parent conference for 36,528 preschool and primary grade students (65% of Title I students), 17,238 elementary school students (53%), 5,319 middle school students (29%), and 4,991 high school students (21%). Taken together, findings indicate that parents were more likely to attend the fall conference. When the standardized test scores of children in elementary and middle school were examined, it was found that children whose parents attended at least one conference had higher scores for reading comprehension and mathematics. However, effect sizes were small. (Contains three figures, three tables, and seven references.) (SLD)

ED 418 995　　　　TM 028 287

Hiller, Jack H.
Applying Computerized Text Measurement Strategies from Project Essay Grade (PEG) to Military and Civilian Organizational Needs.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

is occurring in the STEP courses. An appendix lists the Table One criteria for reformed curricula and teaching. (Contains eight references.) (SLD)

ED 419 015 TM 028 317

The Fact Book 1997-1998. A Statistical Handbook.
PUB DATE- 98
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Achievement Tests; Adult Education; American Indians; Ancillary School Services; Asian Americans; Black Students; College Bound Students; Dropouts; *Educational Finance; *Elementary Secondary Education; *Enrollment; Expenditures; Hispanic Americans; Institutional Characteristics; Private Schools; Public Schools; Racial Differences; School Personnel; *School Statistics; Special Education; Student Characteristics; Tables (Data); Teacher Characteristics; *Test Results; Whites
IDENTIFIERS- *Maryland; Maryland School Performance Assessment Program

This handbook presents statistics about the public and private schools of Maryland. In 1997 there were 830,744 public school students in Maryland and 170,285 nonpublic students representing a 10.5% increase in the public school enrollment over 5 years and a 14.5% increase in nonpublic school enrollment over 5 years. There were 1,297 public schools in the state and 1,110 nonpublic schools. Of the state's 91,889 public school staff, 62,503 were in instructional positions. The majority of Maryland's public school students were White (55.9%), with the remainder being 36.1% African American, 3.7% Hispanic American, 0.3% American Indian, and 4.0% Asian American. Most of the state's 48,884 teachers were White (78.1%) with 19.7% African American. The statewide average dropout rate was 4.66%, although in Baltimore City, the dropout rate was 13.49%. Most of the state's 43,365 high school graduates (81.1%) planned to go to college. Information is also provided about achievement test results for the Scholastic Aptitude Test and the Maryland School Performance Assessment, as well as information about teacher salaries, financial resources, special programs, and vocational and adult education. Lists of state school information resources and local school systems are provided. (Contains 34 tables, 1 map, and 6 figures.) (SLD)

ED 419 016 TM 028 318

The SAT I: Ways To Boost Verbal Scores.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Entrance Examinations; *High School Students; High Schools; Literacy; *Reading Comprehension; Teaching Methods; *Test Coaching; Verbal Ability; *Verbal Tests
IDENTIFIERS- North Carolina; *Scholastic Assessment Tests

This guide suggests that the responsibility of teachers is to provide rigorous academic instruction that will lead to sexual students are made in the areas of: (1) educational policies; (2) training and development; (3) services; (4) curriculum, educational materials, and academic affairs; (5) employee concerns; and (6) community and off-campus concerns. Five appendixes contain information on student organizational development, samples of college policies, local and national journals and publications, lists of local and national resources, and a list of electronic networking resources. (Contains 24 references and the executive order establishing the commission.) (SLD)

ED 419 034   UD 032 278

Ohsako, Toshio, Ed.
Violence at School: Global Issues and Interventions. Studies in Comparative Education.
PUB DATE- 97
NOTE- 127p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Developing Nations; *Educational Environment; Elementary Secondary Education; Foreign Countries; *International Education; *School Safety; Tables (Data); *Violence

The case studies in this collection explore issues of violence in schools and what can be done to reduce these events. A number of national experiences in violence management, principally from developing countries, are brought together as a step toward improving the quality of education. The following are included: (1) "Tackling School Violence Worldwide: A Comparative Perspective of Basic Issues and Challenges" (Toshio Ohsako); (2) "Bullying and Violence in the Jordanian School" (Zougan Obeidat); (3) "Violence in Ethiopian Schools: A Study of Some Schools in Addis Ababa" (Dereje Terefe and Derese Mengistu); (4) "Bullying and Violence in the Malaysian School" (Rahimah Haji Ahmad and Norani Mohd Salleh); (5) "School Violence in Israel" (Yaacov Iram); (7) "Bullying and Violence in the Slovakian School" (Silvia Matusova); and (8) "Violence and Aggression in the Schools of Colombia, El Salvador, Guatemala, Nicaragua, and Peru" (Liliana Mayorga Salas). References follow each chapter. (Contains 22 tables and 2 figures.) (SLD)

ED 419 035   UD 032 279

Blake, Brett Elizabeth
She Say, He Say. Urban Girls Write Their Lives.
PUB DATE- 97
NOTE- 176p.; Foreword by William Ayers.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; Elementary Education; *Elementary School Students; Ethnography; Expressive Language; *Females; Grade 5; Hispanic Americans; Inner City; Intermediate Grades; Language Skills; Minority Groups; *Personal Narratives; Urban Schools; *Urban Youth; *Writing (Composition)
IDENTIFIERS- *Voice (Rhetoric)

The focus of this book is a study of voice through writing among poor, urban preadolescent fifth-grade girls. Voice became a central focus when the researcher, engaged in observations of peer writing conferences for students who were not native specifications, the screening questionnaire, and the focus group discussion outline. (SLD)

ED 419 053 UD 032 297

Piper, Douglas L.; Moberg, Paul; King, Monica J.; Wu, Jiyuan; Wright, Susan; Hill, Hannah
Healthy for Life: An Efficacy Test of Two Program Versions. Final Report.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.
PUB DATE- 97
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Drug Education; *Health Education; Intermediate Grades; Junior High Schools; Middle Schools; Nutrition; Parent Attitudes; Parents; Program Effectiveness; Sex Education; Tables (Data); Teacher Attitudes; Teachers; Urban Youth; Youth Programs
IDENTIFIERS- *Middle School Students

The Healthy for Life (HFL) program was an efficacy test of an adolescent health promotion program designed specifically for use with middle school students. Four conceptually distinct, but inter-related, components were designed to influence young adolescents in school, with their peers, in their families, and in the communities. HFL was unique in that it addressed five health behaviors with one program: (1) poor nutrition habits; (2) tobacco use; (3) alcohol use; (4) marijuana use; and (5) the early onset of sexual behavior. An extensive evaluation was designed to determine whether or not the program was more effective than existing health education efforts in preventing these harmful behaviors. HFL also tested the relative effectiveness of two program versions: the Intensive version, which included a 12-week in-school intervention in seventh grade, and the Age Appropriate version, which was a 4-week in-school intervention delivered sequentially in grades 6, 7, and 8. Evaluation data included the reports from participating schools, with a final sample of 2,278 students. Responses of 554 parents to a questionnaire and teacher responses provided additional data. Parents, teachers, and students responded favorably to the program. Results of the process evaluation are consistently positive. Outcome results are fairly consistent across a variety of analytic techniques in showing significantly positive effects for the "Intensive" version on measures of smoking and smokeless tobacco, meal frequency, perceptions of peer use, and offers of substances. There is also a positive (marginal or significant depending on the analytic model used) effect on the overall scale of substance use. Because of similar trend data, it is hypothesized that tenth-grade data for the "Age Appropriate" version will yield positive results similar to those observed for the "Intensive" condition at ninth grade. (Contains 17 tables and 115 references.) (SLD)

ED 419 054 UD 032 299

Jones, F. L.
Ancestry Groups in Australia: A Descriptive Overview. Working Papers on Multiculturalism No. 3.
SPONS. AGENCY- Australian Office of Multicultural Affairs, Canberra.

district-wide comprehensive restructuring plan. Inevitably, its introduction would change the way in which Title I services were administered. To examine how the Children Achieving reforms interact with the Title I schoolwide projects, the study used a comparative case study method, selecting four inner-city elementary schools for comparison. Two had predominantly African-American enrollment, one was largely Hispanic, and the other contained many students of limited English proficiency. Preliminary findings from this study suggest that Children Achieving is meeting its potential to enhance the Title I schoolwide projects. In spite of political conflicts at high levels of administration, the strategies of the Children Achieving reforms generally mesh well with and are facilitating the implementation of Title I schoolwide projects. The new curriculum and assessment priorities were being assimilated into the activities of professional development, planning sessions, lesson plans, instruction, and testing at the school and classroom levels. (Contains 4 tables and 14 references.) (SLD)

ED 419 071 UD 032 319

Patrikakou, Evanthia N.; Weissberg, Roger P.; Anderson, Lascelles; Shanahan, Timothy
The School-Family Partnership Project: A Survey Report. Publication Series No. 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperation; Elementary Secondary Education; *Family School Relationship; Homework; Parent Attitudes; Parent Teacher Cooperation; *Parents; *Partnerships in Education; Questionnaires; Self Evaluation (Individuals); *Teachers

The School-Family Partnership (SFP) project at the University of Illinois at Chicago created a self-assessment tool to measure perceptions and practices of teachers and parents, with the overall mission of identifying and developing effective SFP practices. Parent questionnaires, in English and Spanish, and a teacher questionnaire were developed. The parent questionnaire covered parent involvement at home and school and their perceptions of teacher outreach. The teacher questionnaire covered similar aspects of involvement and outreach. Of the 272 parents who completed the questionnaire, 84% were the mother or stepmother of the child. Of the 43 teachers who completed the questionnaire, 73% had more than 5 years of teaching experience. In response to views expressed by parents and teachers, a number of SFP activities were enhanced or implemented. Parents were given tips to assist their children with homework more effectively, and they were encouraged to read with their children and take them to the library. Teachers were assisted to develop positive notes or certificates to inform parents of something good their child did. Teachers were also offered helpful tips on how to create newsletters and other informative documents, and they were given helpful ideas to maximize the benefits of a parent-teacher conference. Appendixes contain the parent questionnaire in English and Spanish and the teacher questionnaire. (SLD)

ED 419 072 UD 032 320

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Electronic Libraries; Federal Libraries; Internet;
Library Directors; Library Automation; Library Planning;
Library Role; Library Services; National Libraries
IDENTIFIERS- ERIC; National Library of Education DC
This document consists of the first two issues of the new newsletter of the National Library of Education (NLE). This newsletter is designed to provide insight into the activities and programs occurring in the nation's national library. The NLE is planning to be a virtual library that will bring together many providers and users of education information. The newsletter's first issue includes an introduction and articles on the following topics: Educational Resources Information Clearinghouse (ERIC) celebrates three decades of service; [illegible] of the U.S. Technology Resource Center; NLE involvement on the Internet, including the development and enhancement of the Online Library and role in the creation of other U.S. Department of Education offices' web pages; and a profile of Dr. [illegible], specialist in education statistics at the NLE. The second issue contains an article by Blane K. Dessy, the NLE Executive Director, on the report "Access for All" describing the National Library of Education as a new kind of library designed to meet the challenges of the future; "Research Syntheses on Critical Issues in American Education" [illegible]; "Education Research Literature Project" (Judy [illegible]) [illegible] describes a new service, offering a set of [illegible] disks containing approximately 8,000 ERIC resumes and over 3,000 full-text documents of the National Research and Development Centers; "Cross-Site Indexing Initiative" (Donna [illegible]) describing the [illegible] approach to Internet searching; NLE [illegible] projects, including the "Virtual Reference Desk" and "The GEM Project: The Gateway to Educational Materials" (Judy [illegible] and David Lankes); and a staff member profile: "[illegible]--the 'Web' Guru." (SWC/AEF)

ED 418 707   IR 056 980

Alire, Camila; Archibeque, Orlando
Serving Latino Communities. A How-To-Do-It Manual for Librarians.
How-To-Do-It Manuals for Librarians, Number 80.
Pub Date- 98
Note- 230p.
Language- English
EDRS Price - Document Not Available from EDRS.
Pub Type- Books (010); Guides - Non-Classroom (055) (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
Descriptors- Hispanic Americans; Library Collection Development;
Library Cooperation; Library Extension; Library Funding;
Library Material Selection; Library Personnel; *Library
Services; Minority Groups; *Outreach Programs; Program
Development; Public Libraries; School Libraries; *User Needs
(Information); Users (Information)
Identifiers- Latinos
This book provides a systematic, step-by-step process and includes practical ideas and program materials for library staff to use in their development of library services to Latinos. Designed primarily for public libraries, much of the information in the book can be adapted to school library media centers. The information in the book can also be adapted for providing services to other underserved minority communities,

LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Computer System Design; Corporations; Information Industry; *Information Services; Information Sources; *Information Technology; Libraries; Online Vendors; *Vendors
IDENTIFIERS- *Digital Technology; Partnerships in Library Services

This report was commissioned in response to concerns expressed about the gap between institutional digital library initiatives and the products offered by library systems vendors. The study analyzes from the perspective of libraries the strategies, visions, and products that vendors of integrated library systems are offering as solutions. Case studies are provided of four different types of libraries that have installed commercially available systems to provide a snapshot of the extent to which these systems met the needs of the institutions. Vendor profiles are then offered for 12 companies, including a brief summary for each, and information on primary products and services, primary markets, overall strategy, product tools and features, adaptability to library needs, strategy for networked information, product development infrastructure, acquisitions and strategic partnerships, corporate organization and offices, and a financial statement. (AEF)

ED 418 721 IR 057 022

The Newbery and Caldecott Awards: A Guide to the Medal and Honor Books. 1998 Edition.
PUB DATE- 98
NOTE- 154p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adolescent Literature; Annotated Bibliographies; Authors; *Awards; *Books; *Childrens Literature; Fiction; Library Collection Development; Publications; Reading Materials; Reading Motivation
IDENTIFIERS- *Caldecott Award; Illustrators; *Newbery Award; Titles

The Newbery and Caldecott awards were established to encourage authors, illustrators, editors, and publishers to produce the most remarkable works to stimulate the mind, satisfy the curiosity, broaden horizons, and raise the hope of all children. With its vivid annotations for all winning titles and honor books since the awards' inception (Newbery 1922, Caldecott 1938), librarians rely on this update for collection and curriculum development, reader's advisory, and other programs. Marking the 60th anniversary of the Caldecott Award, this edition features the acceptance speech of 1991 winner David Macaulay. As in recent editions, the 1998 update provides background on the awards and photos of the new medalists and their books. An annotated bibliography of winning titles and honorable mentions is provided separately for each award, beginning with the most recent year and proceeding until the date of the award's inception. Title and author/illustrator indexes are also provided. (AEF)

ED 418 722 IR 057 023

Roeber, Jane A.

activities are then presented for the first topic, easing math anxiety, including methods for recognizing anxiety and identifying realistic expectations, a skills self-assessment form, activities for counting and estimating, and strategies for teaching and understanding word problems. The next section focuses on working with whole numbers and includes activities related to reading and writing large whole numbers, assessing place values, and writing mathematical sentences. The following section presents strategies and activities related to teaching fractions and decimals, including activities to teach students to read and write decimal numbers, understand fractions through the use of pizzas, comprehend improper fractions, and master the use of percent signs. The final section focuses on teaching percentages and rates and includes activities related to calculating rates and bases, using salaries and shopping to teach percentages, creating budgets and frequency distributions, and making pie charts. (BCY)

ED 418 741 JC 980 201

Gershwin, Mary Crabbe, Ed.; Cyr, Anne Reis; Smith, Elizabeth Amidon; Travis, Lisa; Wiseman, Tim
The Teamwork Sourcebook. EPIC Workplace Learning Project, 1997.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Basic Skills; Class Activities; *Instructional Materials; Learning Activities; *On the Job Training; Postsecondary Education; Teaching Guides; Teaching Methods; *Team Training; *Teamwork

Designed as a reference for teaching teamwork skills in the workplace, this manual presents teaching strategies and activities for beginning, intermediate, and advanced learners. Following an overview of the manual's purpose, definitions are provided of the three skill levels integrated into the activities, indicating that beginning activities raise awareness of the concept of teamwork, intermediate activities develop critical thinking skills, and advanced activities focus on applying consensus building and self-directed teams. Strategies and activities are then provided for building general knowledge regarding teamwork, including activities for defining teams, understanding team roles and behaviors that undermine teams, analyzing the company culture and structure, and understanding the characteristics of effective and high-performing teams. The next section presents strategies and activities for building teamwork skills through the use of jury simulation, the creation of commercials, trivial pursuit games, and other activities. The final section includes activities for teaching the importance of reflection and learning in creating effective teams, including activities related to using team goal cards and logs, creating charts to determine students' assumptions about team relationships, and developing self-directed work teams. (BCY)

ED 418 742 JC 980 203

Johnston, George H.
The Effects of Previous Search Committee Experience on Perceptions of Importance for Strategies Used to Hire Community College Faculty.

instruction at the community college level. Such integration would be conducive to preparing a competitive workforce, providing a broader educational foundation, shifting from teaching to learning, and building bridges between disciplines in the community college. There are several approaches to curriculum integration. The simplest and most convenient is to combine academic with occupational content, applying both in all classes. A second method is the use of multidisciplinary courses that emphasize broader social, political, philosophical, and ethical issues. A third method, using linked or cluster courses, involves "linking" two or more courses to provide an integrated, complementary effort. A fourth method, learning communities, clusters programs or coordinated courses into common core of outcomes. Finally, technology-enhanced integration facilitates learning by breaking down conventional educational barriers of time and place. Whatever the method used, integration is expensive, and leadership and commitment from community college administration are essential to its success. 39 references. (YKH)

ED 418 761   JC 980 232

Ford, Kaya V. P.
Scholarship in the Community College System.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; College Role; *Community Colleges; Educational Administration; *Educational Research; Faculty College Relationship; *Faculty Development; Institutional Research; Teacher Attitudes; Two Year Colleges

This report asserts that the institutionalization of scholarship, namely research and professional development is essential to the future success of community colleges. However, at two-year institutions, there is no systematic planning or budgetary network for such activities, and the obstacles to performing research are many, including limited access to research materials, lack of support from colleagues, and lack of time. Two-year colleges must restructure their priorities to foster an environment of research and scholarship. They must adopt a new system that provides faculty time to pursue activities that enhance teaching and that institutionalizes such activities. The terms, research and scholarship must be redefined to encompass many activities that are already being performed at community colleges. Such expansion of these terms will favorably change the reputation of community colleges as institutions of higher learning and research. (EMH)

ED 418 762   JC 980 233

Florida Articulation Summary.
PUB DATE- 98
NOTE- 17p.; Prepared by the Articulation Accountability Committee of the Articulation Coordinating Committee.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *Articulation (Education); Associate Degrees; College Bound Students; College Graduates; College Transfer Students; Community Colleges; *Educational Attainment; Educational

not only families, but the community as a whole. Texas school district involvement with SACC was examined, and qualities of model programs and barriers to developing SACC programs were ascertained. In 1995, over 80 percent of superintendents or designated representatives from 1,046 public school districts responded to a survey examining the availability and components of school district-assisted SACC programs. Barriers to implementing SACC were also explored. Findings indicated that larger districts were more likely than smaller ones to have SACC programs. The greatest challenges to providing SACC were funding, transportation, overburdened teachers, and administrators. Most programs were housed in elementary schools, and 85 percent shared space with other activities. About half the districts participated in program development, although non-profit agencies were primarily responsible for SACC program development. The most commonly offered activities were indoor time, outdoor time, homework help, structured activities, activity centers, small group activities, and sports/physical activities. Problems associated with district-assisted SACC programs were the wear on the facility, costs to parents, and difficulty in gaining access to school facilities. Interviews with experts revealed that although they considered most Texas SACC programs to be "adequate," the programs did not meet the standards for a model program. Issues raised by experts included funding and affordable care, educating parents, rural area needs, middle school children's needs, hours of operation, space availability, school responsibility, and outside agency SACC management. (Author/KB)

ED 418 781 PS 026 331

Suskind, Diana; Iseghohimhen, Tony Onon; Aondo-Akaa, Patricia Ashi
The Effect of the Young Child-Carrying Practices of Nigerian Woman: On Gross Motor and Language Development in Young Children.
PUB DATE- 98
NOTE- 19p.; Chart contains some light and cut-off type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Rearing; Cultural Influences; Foreign Countries; *Infant Behavior; *Infants; *Language Acquisition; *Mothers; *Motor Development; Movement Education; *Parent Child Relationship; Parent Influence; Physical Development; Skill Development
IDENTIFIERS- *Carrying Position (Infants); Nigeria

This study examined the effect of the young child-carrying practices of Nigerian women on gross motor and language development in young children. The data collected were designed to help ascertain if and how these practices affect the child's later development. The data documented a variety of factors, including: general medical background, delivery history, statistical Apgar (measures for infant's well being), birth weight, and physical abnormalities; also documented were feeding method and position, sleeping location and position, chronology of adult-assisted infant carrying related to the child's gross motor development during floor time, carrying practices, and language acquisition. The study found that carrying practices in Nigeria are a cultural and logistical necessity for mothers for purposes of transportation, field and farm work, and child safety. It was also found that through observation, the Nigerian adult teaches the next milestone to the infant, for example, propping the infant to teach sitting

EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Weight; Births to Single Women; *Brain; Child Abuse; *Child Health; Child Neglect; Child Welfare; Counties; Demography; Dropout Rate; Early Parenthood; High School Graduates; Incidence; Infants; Mortality Rate; *Poverty; Preschool Education; Racial Differences; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Violence; *Well Being
IDENTIFIERS- *Brain Development; Child Mortality; Indicators; Project Head Start; *West Virginia

This sixth annual edition of the West Virginia Kids Count data book examines county and statewide trends in the well-being of West Virginia's children, focusing on brain development and educational initiatives for children from birth to 3 years of age. The statistical portrait is based on 11 well-being indicators: (1) percent low birthweight infants; (2) infant mortality rate; (3) child death rate; (4) percent eligible children served by Head Start; (5) percent children approved for free/reduced school meals; (6) child abuse/neglect rate; (7) teen birth rate; (8) percent births to unmarried teens; (9) percent high school dropouts; (10) teen violent death rate; and (11) percent births to mothers with less than a twelfth grade education. State maps illustrate the location of services for children from birth to three, nutrition services, day care, school meals, and teen births. An acetate map with child poverty rates facilitates comparison of indicators with poverty levels. The bulk of the report contains county profiles. Findings indicate that, between 1980 and 1995, there were increases in the rate of low birthweight infants and child death rate. There were declines in infant mortality rate, teen birth rate, high school dropout rate, teen violent death rate, and percent births to low educated mothers. Differences between African-Americans and Whites remained in several areas. Almost half of all students received free/reduced price school meals. The report recommends increasing public awareness about the critical nature of the first year of life, expanding services, and improving quality of care. Definitions, methodology, data sources, and statistics are appended. (KB)

ED 418 799   PS 026 474

Harwood, Robin L.; Miller, Joan G.; Irizarry, Nydia Lucca
Culture and Attachment: Perceptions of the Child in Context. Culture and Human Development: A Guilford Series.
PUB DATE- 95
NOTE- 181p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Attachment Behavior; Child Development; Context Effect; Cross Cultural Studies; Cultural Differences; *Cultural Influences; Developmental Psychology; Individualism; *Infant Behavior; *Infants; Mothers; Parent Attitudes; *Parent Child Relationship; *Social Differences; Social Values; Socialization; Socioeconomic Status; Theories; Toddlers
IDENTIFIERS- Puerto Rico; *Security of Attachment; United States

Noting that the role of culture in the development of child attachment provides a provocative arena for debate among a wide array of scholars, this book details two studies of cultural differences in the meanings given to attachment behavior by middle- and working-class Anglo and Puerto Rican mothers. The book reviews the cultural adaptationism and symbolic approaches

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Births to Single Women; Child Abuse; *Child Health; Child Neglect; *Children; Chronic Illness; Early Childhood Education; Employed Parents; *Family Characteristics; Family Literacy; Health Insurance; Housing Needs; Infant Mortality; Lead Poisoning; Limited English Speaking; Mortality Rate; National Surveys; Out of School Youth; Poverty; Prenatal Care; Preschool Education; *Social Indicators; Socioeconomic Status; Substance Abuse; Victims of Crime; Violence; *Well Being
IDENTIFIERS- *Indicators; *United States; Vaccination

This report presents nationwide data on the well-being of U.S. children. The statistical report is based on indicators of child well-being such as family income and mortality rates. The first part of the report, "Population and Family Characteristics," presents data that illustrate the changes that have taken place during the past few decades in six key demographic measures including children as a proportion of the U.S. population, family structure, and difficulty speaking English. The second part of the report, "Indicators of Children's Well-Being," presents data on 26 key indicators in the following areas: (1) "Economic Security," including family income, secure parental employment, housing, and access to health care; (2) "Health," including activity limitation, infant and child mortality rates, and immunization rates; (3) "Behavior and Social Environment," including substance abuse, and youth victims and perpetrators of serious violent crimes; (4) "Education," including family reading to young children, and youths neither enrolled in school nor working; and (5) "Special Features," which covers blood lead levels, and child care. For each background measure in the report's first section and for each indicator in the second section, three types of information are presented: a short statement about why the measure or indicator is important to understanding the condition of children, figures showing important facts about trends or population groups for each indicator, and highlights with information on current status, recent trends, and important differences by population groups noted. Two appendices contain detailed tables of data and data source descriptions. The report notes that several indicators show an improving picture of the well-being of most children, but those living below the poverty line continue to compare unfavorably with those above the poverty line, and there is also disparity in well-being for different race and ethnic groups. Death rates among adolescents and birth rates among adolescent females have declined; there has also been a decline in the rates for which youths 12 to 17 were either victimized by serious violent crime or perpetrated violent crime; substance abuse, however, has increased. (HTH)

ED 418 817 RC 020 818

Oglala Lakota College Annual Report 1995.
PUB DATE- 95
NOTE- 26p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Education; *American Indian History; *American Indians; Annual Reports; Colleges; Higher Education;

residential education to orphan, destitute, neglected, and other Mi'kmaw Indian children aged 7-16. Since many Indian parents were poor and unable to provide for their children, they felt the school was a chance for their children to have adequate clothing and food as well as an education. The parents did not understand that when they signed school registration papers, they were transferring guardianship of their children to the school principal. The school's staff of 10 nuns and a priest (principal) provided room and board and education to an annual population of about 200 until the school closed in 1967. The 5-year-old author and her brother and sister were sent to the school in 1936. She was a resident at the school for 11 years. This book relates her memories, and other students' memories, of their life at the school: physical, emotional, and sexual abuse by the nuns and priest; inadequate food and clothing; lack of care when ill or injured; enforced labor in the kitchen, laundry, barn, and fields; and beatings for speaking their native language. Even though some children were allowed to go home for summer vacation and parents were allowed to visit on Sunday, no student was allowed to permanently leave the school. The school's suppression of the children's Indian language, culture, and heritage caused severe social and personal adjustment problems, which are related through quotations from former students. Rumored to have been built on an old Indian burial ground, and haunted, the remnants of the school mysteriously burned down in 1986. Government officials and the Catholic church apologized to Native people for treatment at the school in 1991. Chapters are: "Origins" (nonformal Native education and child rearing); "Everyday Life at the School"; "Work and Play"; "Rewards and Punishments"; "Ghosts and Hauntings"; "Resistance"; "The End of the School"; "The Official Story"; and "Out of the Depths." Includes photographs. (SAS)

ED 418 835 RC 021 517

Bixler-Marquez, Dennis J.; Ortega, Carlos F.; Torres, Rosalia Solorzano; LaFarelle, Lorenzo
Chicano Studies: Survey and Analysis.
PUB DATE- 97
NOTE- 380p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Activism; Anthologies; Bilingual Education; *Demography; Elementary Secondary Education; Ethnic Relations; Higher Education; *Hispanic American Culture; Language Usage; *Mexican American Education; *Mexican American History; *Mexican American Literature; *Mexican Americans; Politics
IDENTIFIERS- *Chicano Studies; Chicanos; Latinos; Mexico United States Border

This anthology of 35 readings was designed to prepare the first-time student in Chicano Studies with a basic foundation in the discipline. The introduction, "Chicano Studies as a Discipline," addresses the discipline's origins, intellectual focus, contributions, and issues. Five sections cover historical perspectives; demographic and sociocultural perspectives; political and socioeconomic perspectives; linguistic and educational perspectives; and literature, folklore, and music. Each section concludes with questions for discussion or student evaluation and lists of suggested readings, films, and videos. Papers in the linguistic and educational section are: "The Spanish Language in the Southwest" (Arthur L. Campa); "Chicano Spanish: Varieties, education course at Morehead State University. The challenge was to utilize the technology without reducing course content. Each class had to be well planned and organized, especially since the instructor had students participate in hands-on elementary science activities. There were fewer impromptu discussions and the instructor felt it took longer to do things by distance learning. Students were generally pleased with their experiences, citing such reasons as accessibility of courses previously unavailable, the opportunity to learn new technologies, the opportunity to share and learn from students at different locations, and the feeling of being more actively involved in their own learning. Problems encountered included technology problems, particularly sound quality; time wasted while setting up student presentations; and less teacher contact. The number of students expressing concern about the amount of teacher-student contact declined as the semester progressed. Students who used e-mail to send assignments and correspond with the instructor indicated that they felt they had more interaction and feedback on assignments than in traditional classes. (PVD)

ED 418 854 SE 061 319

Pontius, Richard
Correlation Analysis and Comparison of Two Self-Efficacy Instruments.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; *Elementary School Teachers; Expectation; Higher Education; Likert Scales; *Preservice Teacher Education; Science Education; Science Teachers; Self Concept Measures; *Self Efficacy; *Self Evaluation (Individuals); Success

Belief in the ability to teach or to teach a particular subject can help fuel success in the first stages of a teaching career. The need for a reliable instrument with which to probe preservice elementary teachers' self-efficacy beliefs in the teaching of science led to the development of two versions of a teacher efficacy scale that were tested in this study: the Teacher Efficacy Scale as modified by Kushner (1993), and the Science Teaching Efficacy Belief Instrument Form B (STEBI B) developed by Enochs and Riggs (1990). The two instruments were given to students in an elementary science methods course during the first 2 or 3 weeks of the semester. Typically students in this class were within a semester or two of student teaching. Both instruments were modifications of other instruments and the evolution of each is described. Both instruments used a Likert-type scale. The nature of this study suggested that a positive correlation might exist between the analogous scales of the two instruments. In both cases the correlation was negative. Preservice teachers with high personal efficacy tended to have lower science teaching efficacy, and those with high science teaching efficacy tended to have lower general teaching efficacy. Possible reasons for these results are discussed. (PVD)

ED 418 855 SE 061 322

NOTE- 22p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Constructivism (Learning); *Experiential Learning; Intermediate Grades; Middle Schools; Misconceptions; *Relevance (Education); *Science Education; Science Teachers; Secondary Education; *Student Attitudes; *Student Evaluation of Teacher Performance; *Student Interests
IDENTIFIERS- Dewey (John); *Nature of Science; Upward Bound

While there is general agreement that student attitudes toward science education are poor, there is little agreement in defining, measuring, or improving attitudes. The nature of how students relate to science rather than what they know about science is becoming an area of increased focus in science education research. This case study specifically addresses attitudes and perceptions within an experiential context. Middle school student perceptions of science education were investigated by looking at attitudes toward instructional variables and perceptions of the nature of science. Experiential education was considered as an approach to enhance attitudes and perceptions while improving students' understanding of science. This study analyzed 20 Upward Bound students' attitudes and perceptions. Core factors from four learning activities (a marine biology lab lesson, an agricultural science lesson, an estuary field trip, and a physics lesson) were identified by collecting multiple sources of student data and observations. Results include a collection of perspectives that distinguish between pre- and post-perceptions and attitudes, three themes of enhanced images of science and scientists, and a proposed model to improve student perceptions of the nature of science. (Contains 53 references.) (PVD)

ED 418 876 SE 061 357

Shymansky, James A.; Yore, Larry D.; Henriques, Laura; Dunkhase, John A.; Bancroft, Jean
Students' Perceptions and Supervisors' Rating as Assessments of Interactive-Constructivist Science Teaching in Elementary School.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Elementary Education; Elementary School Science; Instructional Innovation; Learning Strategies; Misconceptions; *Science Course Improvement Projects; *Science Teachers; *Student Attitudes; *Student Evaluation of Teacher Performance; Teacher Evaluation; Teaching Methods
IDENTIFIERS- Iowa City School District IA; National Science Education Standards; Systemic Educational Reform

This study took place within the context of a four-year local systemic reform effort collaboratively undertaken by the Science Education Center at the University of Iowa and the Iowa

Womens Studies
IDENTIFIERS- Character Education

This book offers 20 contemporary biographies of young women across the United States who are making a difference in their schools and communities through community service. Examples of community action include feeding the hungry, recycling, saving the bluebirds, and promoting literacy. The girls and young women emerge as leaders in an area of need. The text also includes discussion questions, suggestions for leadership projects, resources, tips on starting and keeping a Leadership Notebook, and a special "Leadership Handbook" section with tips for young leaders, quotations for today's female leaders, and a Leadership Bibliography geared to readers by academic grade level from kindergarten to grade nine, and beyond to include young adults and up. (EH)

ED 418 899 SO 027 914

Trevelyan, Amelia M.
Ethnic Stereotyping, Alternative World Views and Community Service.
PUB DATE- 96
NOTE- 10p.; Paper presented at the Annual Meeting of the College Art Association of America (New York, NY, February 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Culture; American Indian Education; American Indian History; American Indian Studies; American Indians; *Art History; Elementary Secondary Education; Federal Indian Relationship; Higher Education; Interdisciplinary Approach; *School Community Relationship; *Service Learning; *Tribally Controlled Education
IDENTIFIERS- Carlisle Indian School PA; Gettysburg College PA

This paper details how a service learning component has been incorporated into the art history curriculum at Gettysburg College (Pennsylvania). The service learning work involves a cataloging project of the archives of the Carlisle Indian School nearby. The project is designed to provide native groups throughout North America with information they need from the archive. The first phase of the work involves cataloging all of the periodicals published by the Carlisle School, focusing on the names, tribal and agency affiliations of any students mentioned. The information is then transferred into a database for ease of access. The following phase will require students to do research for any native people requesting information on their relatives, coordinating the research with the National Archives in Washington, D.C, the Carlisle Indian School archive photo files, and the Cumberland County (Pennsylvania) Historical Society. The paper notes additional benefits of the project to include student recognition of stereotypical attitudes and assumptions about native peoples through access of the primary sources, as well as the questions of self image and the effect of the Indian School education on native self-definition in the past as well as today. (EH)

ED 418 900 SO 028 113

Omalley, Joan; Koscielak, Gosia; Long, Chris Przybyla; Retzloff, Joan
Polish Background Resources. Wilmette Public Schools District #39, IL.

student learning, and make classrooms joyful places in which to work and learn. Chapter 1 describes how to change the classroom management system and create a reinforcing feedback system. Chapter 2 discusses establishing and maintaining a quality physical, emotional, and collegial climate for effective learning. Chapter 3 explains how to manage classrooms for quality classwork, focusing on making learning meaningful, building on what students know, modeling tasks, expecting quality, and using self-evaluation for growth. Chapter 4 discusses using choice theory in the classroom, explaining that the principles of choice theory involve meeting basic needs and learning appropriate behavior. Chapter 5 highlights the importance of creating cooperative learning group environments that satisfy all students' needs. Chapter 6 explains the theory and use of multiple intelligences to target all students' strengths. Chapter 7 describes quality authentic assessment and evaluation in the classroom. Each chapter includes student activities. (SM)

ED 418 920 SP 037 822

Stoloff, David L.
Developing Educational Signposts on the World Wide Web: A School-University Cooperative Curriculum Project.
PUB DATE- 98
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Computer Uses in Education; Curriculum Development; *Electronic Text; Elementary Secondary Education; Faculty Development; Graduate Study; Higher Education; Inservice Teacher Education; Partnerships in Education; *World Wide Web
IDENTIFIERS- Eastern Connecticut State University; *Home Pages

This project's goal was to develop a network of educational signposts and electronic textbooks to support K-12 student learning and curriculum articulation across eastern Connecticut and to enhance teacher education and graduate programs at Eastern Connecticut State University (ECSU). Through support from an AAUP-CSU grant, selected ECSU graduate students who were also K- 12 teachers in the region attended a summer workshop that focused on the development of web pages for the World Wide Web and commitment to integrating the World Wide Web into their curriculum. Participants learned how to use the World Wide Web and how to create home pages and electronic text. They developed a variety of electronic textbooks and school home pages. Project linkage titles included: "Find it on the World Wide Web," "Online Resources for Educators New to the Internet," "K12Links," "Curriculum Enhancement," "Newspapers in Education," "Glen Lessig's Education Technology Bookmarks," "Arline Mykietyn's Bookmarks on Harriet Tubman," "J.P.'s Eclectic Bookmarks," and "Mrs. Wargo's Bookmarks WJJS Media Center." (Author/SM)

ED 418 921 SP 037 864

Kostin, Mark S.
Multiple Perspectives and Their Influence on the Development of an Assessment Process for an Emerging Professional Development School.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the American

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Disabilities; Early Childhood Education; Elementary Secondary Education; Ethics; Family Involvement; Higher Education; Individualized Education Programs; Legislation; *Paraprofessional School Personnel; Principals; *Special Education; *Staff Development
IDENTIFIERS- Iowa

This guide describes the services necessary to support effective paraeducator services in accredited Iowa schools. A paraeducator is defined as an employee who works under the supervision of teachers or other licensed personnel who have the ultimate responsibility for the design and implementation of education and related service programs. It is intended to help schools improve services to children and comply with rules and regulations. The guide targets local education agency personnel, parents, community colleges, colleges, and universities. The contents are: section 1, "Introduction"; section 2, "Rules and Regulations: What are the Federal and State Requirements Regarding Paraeducator Services?"; section 3, " Suggested Guidelines for Implementation of Effective Paraeducator Services in Educational Settings"; section 4, "Recommended Strategies: What Can Agencies Do To Improve Paraeducator Services in Educational Settings?" and section 5, "The IEP (Individualized Education Program): What are the Considerations for Implementing Paraprofessional Services in Special Education?" Seven appendixes include: Statements of Beliefs and Vision; Statutes and Rules Related to the Employment and Training of Paraprofessionals in Educational Settings; Paraeducator Project Stakeholders; Core Competencies for Paraeducators; Suggested Training Topics; Suggested Code of Ethics; and Examples of Duties for Paraeducator Positions. Three handouts are included: Paraeducator Fact Sheet; Suggested Checklist for Principals; and A Family Guide to Paraeducator Services. (SM)

ED 418 939 SP 037 904

Martin, Nancy K.; Yin, Zenong; Baldwin, Beatrice
Class Size and Teacher Graduate Study: Do These Variables Impact Teachers' Beliefs regarding Classroom Management Style?
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Size; *Classroom Techniques; Educational Environment; Elementary Secondary Education; Graduate Study; Higher Education; Inservice Teacher Education; Student Behavior; *Teacher Attitudes; Teacher Student Ratio; Teacher Student Relationship
IDENTIFIERS- Behavior Management

This study investigated the relationship between class size and classroom management style and examined differences between perceived classroom management style of teachers who had and had not enrolled in a graduate course within the last 6 months. The study also investigated the construct validity of the Attitudes and Beliefs on Classroom Control (ABCC) Inventory, healthy nutrition at home. It is part of the U.S. Department of Agriculture's Team Nutrition, which is designed to improve the health and education of children and which actively involves children and their families in nutrition education activities in the school, community, and home. The 16 sections include activities entitled: "What is a Healthy Diet?"; "Building Healthy Meals and Snacks"; "What Do You Know About Food?"; "What Counts as a Serving?"; "What is a Serving?"; "Supermarket Sleuths" (how to grocery shop wisely); "Learning About Food Groups"; "Roots, Stems, Leaves, Fruits, Flowers, or Seeds"; "Eat More Vegetables and Fruits"; "Super Good-for-You Snacks"; "Snacking is Fun and Nutritious"; "Food Gives Us Energy to Move!"; "Keep a Healthy Weight"; "Sensory Fun With Food"; "The Wonderful World of Food"; and "Rainy Day Food Fun". Ten tips describe how to use the Dietary Guidelines at home. (SM)

ED 418 957   SP 037 923

Teeter, Thomas A.
Teaching on the Internet. Meeting the Challenges of Electronic Learning.
PUB DATE- 97
NOTE- 7p.; Paper presented at the Fall Conference of the Arkansas Association of Colleges of Teacher Education (October 1-2, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Assisted Instruction; *Computer Uses in Education; Educational Technology; Higher Education; *Internet; Microcomputers; *Preservice Teacher Education; Student Teachers; Teaching Methods
IDENTIFIERS- University of Arkansas Little Rock

This paper examines how the University of Arkansas at Little Rock used Internet resources in an introductory education course, American Education. During the spring semester of 1996 and 1997, educators taught the course both via the Internet and in classrooms. Teaching materials were located on the university's website. The only difference between the online course and the classroom course was the medium of information transmission. Course objectives and assignments were identical. For the online course, students read text and lectures online and participated in listserv discussions. They took examinations in the computer lab and completed online assignments. Students also had to find sites to visit via online contacts and interview classroom teachers. Students had to serve at least 14 hours at the university's neighborhood homework center located near campus, which helps inner city elementary students with their homework. Benefits observed from the online course included higher student motivation, exposure to extended resources, and improved quality of discussion and written assignments. Drawbacks included lack of technical support and extra time required of teachers and students. Students in the online course did equally well to students in the classroom course on four examinations. A list of resources for Web teachers and a list of other resources are included. (SM)

ED 418 958   SP 037 924

Hallum, Cecil R.; Newgard, Greg; Craycraft, Ken
A Graphical User Interface (GUI) for Monitoring and Assessing the Effectiveness of Factors Associated with ExCET Performance.

the SASS needs to reach more extensively into the classroom. This means gathering more information on teacher training and professional development. State- and affiliation-level estimates should be continued, as should the current oversampling of schools with large American Indian/Alaskan Native population, but no additional types of respondents should be added. The increased response burden will fall mainly on teachers, and modifications to keep the burden on teachers realistic may be required. (SLD)

ED 418 976 TM 028 255

Baker, David P.
Towards an Organizational Database on America's Schools: A Proposal for the Future of SASS, with Comments on School Reform, Governance, and Finance. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Databases; Educational Administration; *Educational Change; Educational Finance; Elementary Secondary Education; *National Surveys; *Organization; Outcomes of Education; Political Influences; Questionnaires; *Research Design; Research Methodology
IDENTIFIERS- *Schools and Staffing Survey (NCES)

One prospect for the future of the Schools and Staffing Survey of the National Center for Data Collection is to continue in the direction set by its three previous rounds of surveys. Another approach, the one recommended in this paper, is to make the SASS the main vehicle of NCES for organizational information about U.S. schools from kindergarten through grade 12. The focus of the SASS should be broadened to include a wider scope of information on how American schools are organized. An examination of the limitations of the current SASS and the possibilities of new technical and methodological approaches leads to suggestions about the renewed SASS. A major focus of the new survey must be on how a school organizes its main dynamic components. A second main focus should be on how much of the school's organization is influenced by district, state, and federal educational agencies. The third focus states that the SASS must gather more information on financial resources and their flows to the point of instruction. Finally, a new SASS must include measures of school-level educational outcomes. Issues in implementing this new version of the SASS are discussed, and the reasons these changes are advisable are reviewed. (Contains 19 references.) (SLD)

ED 418 977 TM 028 256

Brick, Mike; Kim, Kwang; Nolin, Mary Jo; Collins, Mary
Estimation of Response Bias in the NHES:95 Adult Education Survey. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 96
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Data Collection; Error of

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Testing; Costs; *Human Resources; *Measurement Techniques; Military Personnel; Writing (Composition); *Writing Evaluation
IDENTIFIERS- *Project Essay Grade

Project Essay Grade (PEG), developed by E. Page (1968) uses computerized methodology to grade student writing. PEG can also be used to assess the quality of civilian and military writing products, such as regulations or instructional texts. Application of PEG offers the potential for enhancing government efforts to monitor writing quality and support human resource management functions. The conduct of writing itself may benefit from a variation of the PEG approach from performance feedback. PEG can be used to monitor various aspects of style, including: (1) eliminating bad construction; (2) avoiding compound constructions; (3) avoiding word-wasting idioms; (4) minimizing use of nominalizations; (5) encouraging the active voice; (6) emphasizing short sentences; (7) using familiar and concrete words; (8) being specific; (9) avoiding exaggeration; and (10) avoiding vagueness. PEG can also be used to improve writing content. Since PEG can be used in a Windows environment and can receive and transmit through the Internet, infrastructure, personnel, maintenance, and update costs should be minimal. (Contains nine references.) (SLD)

ED 418 996 TM 028 288

McCarthy-Tucker, Sherri N.; Swanson, Paul; Lund, David
Involving Students in Action Research: A Team Report on Assessing Needs for Program Improvement.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Counseling; *Graduate Students; Graduate Study; Higher Education; Human Relations; Masters Degrees; *Minority Groups; *Needs Assessment; Participation; *Professional Development; Program Evaluation; *Program Improvement
IDENTIFIERS- Northern Arizona University; *Student Engagement

The Master's Program in Counseling and Human Relations at Northern Arizona University is a broad-based professional preparation degree that attracts students from a variety of areas, including nursing, social services, psychology, criminal justice, and education. The program provides advanced preparation in facilitation of learning, understanding human behavior, and interpersonal communication skills. It is delivered through statewide programs to a heterogeneous student population. Two graduate students recently conducted an evaluation of the program, gathering survey data across the state from students enrolled from fall 1993 through fall 1996. From a total population of 655 students, 264 responded. The survey asked about student employment experiences, attitudes toward the program, and suggestions for improvement. Students found the program convenient and relatively inexpensive. They thought that the program should offer: certification in social improved performance on the Scholastic Assessment Test I (SAT I). Content-area literacy is especially important for the verbal section of the SAT I, and it suggested that all teachers should infuse reading and writing instruction into their disciplines. This booklet helps teachers prepare students for the SAT I. The first section focuses on practices for rigorous academic instruction including prereading strategies, strategies during reading, and after reading strategies. The second section concentrates on reading comprehension strategies in preparing students for the verbal section of SAT I. These include: (1) identifying specific details; (2) identifying main ideas; (3) summarizing information; (4) figuring out the meaning of words from context; (5) drawing conclusions/making inferences; (6) developing analogies; (7) comparing two different passages; and (8) extended reasoning. A final reminder to teachers stresses the importance of student reading and writing. (Contains six references.) (SLD)

ED 419 017 TM 028 319

Colorado Graduation Rates for Class of 1997. Annual Dropout Rates for Grades 7-12. Suspension and Expulsion Rates, 1996-97.
PUB DATE- 98
NOTE- 273p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Dropouts; *Expulsion; High School Graduates; *School Districts; School Statistics; *Secondary Education; *Suspension; Tables (Data)
IDENTIFIERS- *Colorado; *Graduation Rates

This report provides state summary tables and district reports o graduation rates, dropout rates, and expulsion rates in Colorado. The graduation rate is a cumulative or longitudinal rate that calculates the number of students who actually graduate as a percent of those who were in membership and could have graduated. The dropout rate is an annual rate reflecting the percentage of all students enrolled in grades 7 through 12 who leave school during the reporting period and are not known to transfer to other public or private schools. For school districts with alternative schools for those who have dropped out or are at risk, the district graduation rate, a completer rate, and a dropout rate are calculated with and without the alternative schools. The Colorado graduation rate for the class of 1997 is 78.5%, an increase of 0.8 percentage points from the rate reported for the class of 1996. Thirty-five percent of all Colorado schools had a graduation rate at or above 90%. The 1996-97 school year dropout rate was 3.6%, a decrease of 0.4% from 1995-96. About one-third of the 1995-96 dropouts returned to school the following year. In all, in 1996-97, 48,165 students were suspended for a suspension rate of 7.3%. Nearly 73% of those suspended were male, and 58.1% were white. A total of 1,959 students were expelled, for a rate of 0.3%. Data on graduations, dropouts, suspensions, and expulsions are reported in 14 tables. Information about these statistics is summarized in question and answer form. (SLD)

ED 419 018 TM 028 322

State Report Appendix: Arizona Student Achievement Program. Stanford Achievement Test. Grades 3 through 12. Ninth Edition, Spring 1997.
PUB DATE- 97
NOTE- 294p.

speakers, noted that the girls appeared to lose their voices as the year went on. The loss of voice was apparent through increased silence in conferences, discussions, and their written pieces. Because there were only 11 girls in this class of 28 students, the issue of voice became more important and their voices were often literally drowned out. Following an introduction, Chapter 2 begins a discussion of language and language choice, particularly as choice relates to power, prestige, and resistance. Chapter 3 explores the theoretical constructs of voice more fully, and chapter 4 considers the contexts in which the girls wrote, as well as the genres, topics, and themes they chose. The second part of this chapter focuses on these 11 girls themselves. Chapters 5 and 6 consider the writing workshop as the public forum for the students' writing. Chapter 7 considers the private context that the teacher and researcher created to allow the girls to express their personal voices through writing. Chapter 8 also deals with private expression. Chapter 9 explores critical response to the writing of the girls in the class, and the final chapter explores further research about the writing process. If the voices of these preadolescent girls are heard, they can become powerful voices about the urban childhood experience. Appendixes discuss methodology and the ethics of ethnographic research. (Contains 171 references.) (SLD)

ED 419 036   UD 032 280

Jacobs, Gregory S.
Getting around Brown. Desegregation, Development, and the Columbus Public Schools. Urban Life and Urban Landscape Series.
PUB DATE- 98
NOTE- 291p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; Busing; Court Litigation; *Desegregation Plans; Elementary Secondary Education; *Equal Education; Housing; Inner City; Public Schools; *Residential Patterns; School Desegregation; *School Resegregation; *Urban Schools
IDENTIFIERS- African Americans; *Columbus Public Schools OH

This study argues that the desegregation of the Columbus (Ohio) public schools failed to ensure equal educational opportunity not because it was inherently detrimental to learning, but because it was intrinsically incompatible with the city's steady geographic and economic growth. Even before the beginning of busing in 1979, the threat of desegregation had redefined the parameters of single-family home building in the city, turning the boundaries of the Columbus school district into a residential development redline, and moving the resources that follow new home building further from the city's center. The gradual abandonment of urban education in Columbus has resulted in both the concentration of the poor and African American students within the central city school district and the emergence of a politically powerful form of defensive activism in the area's overwhelmingly white suburban school systems. The following chapters are included: (1) "'A Problem for Our Community': Segregation, Litigation, and the Path to 'Penick'" ("Penick" was the Columbus schools desegregation case); (2) "'What We Must Do, We Must Do Well': Implementation, Desegregation, and the Divided Role of MCSC" (Metropolitan Columbus Schools Committee); (3) "Like Squeezing the Center of a Balloon: Busing, Housing, and the Consequences of the Common Areas"; and (4) "Epilogue: Demoralization and Decline."

PUB DATE- 91
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Census Figures; *Cultural Differences; *Economic Factors; *Ethnic Groups; Ethnicity; Family Characteristics; Foreign Countries; *Immigrants; Immigration; Minority Groups; Multicultural Education; *Parent Background; Tables (Data)
IDENTIFIERS- *Australia

As the number and size of different ethnic groups in the Australian population has increased, so has the demand for a measure of ethnicity that goes beyond data collected in earlier Australian censuses, including birthplace, religion, race, and more recently, birthplace of parents. This report and the data in the attached sets of Appendix tables provide a descriptive overview of the social and demographic characteristics of 57 distinct ancestry groups in Australia, separately for each of 3 immigrant generations. The first consists of people born in countries other than Australia, and the second consists of people born in Australia with one or both parents born overseas. The third and older generations comprise people born in Australia of Australian parentage. Data used to prepare the tables in this report come from six special tabulations prepared by the Australian Bureau of Statistics. The following chapters are included: (1) "Ethnicity in the Australian Census"; (2) "Ancestry and Immigrant Generations in the 1986 Census"; (3) "Cautionary Remarks on Immigrant Generations"; (4) "Urban/Rural Residence, Ancestry, and Immigration Generation"; (5) "Age Structure, Ancestry, and Immigrant Generation"; (6) "Ancestry, Immigrant Generation, and School-Leaving Age"; (7) "Ancestry, Immigrant Generation, and Qualifications"; (8) "Ancestry, Immigrant Generation, and Economic Activity"; (9) "Ancestry, Immigrant Generation, and Occupation"; (10) "Ancestry, Immigrant Generation, and Family Income"; and (11) "Ancestry, Immigrant Generation, and Religion." Appendixes contain tables on first-generation immigrants, second generation, and third- and earlier generation Australians. (Contains 81 tables, including those in appendixes, and 4 references.) (SLD)

ED 419 055 UD 032 300

Alcorso, Caroline
Non-English Speaking Background Immigrant Women in the Workforce. Working Papers on Multiculturalism Paper No. 4.
SPONS. AGENCY- Australian Office of Multicultural Affairs, Canberra.
PUB DATE- 91
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Economic Factors; Employed Women; *Employment Patterns; *Females; Foreign Countries; *Immigrants; Immigration; Interviews; *Labor Force; *Limited English Speaking; Low Income Groups; Questionnaires; Training; Vocational Education
IDENTIFIERS- *Australia

This report presents the findings of a study into the experience of non-English speaking background (NESB) migrant women in the Australian workforce. The fieldwork, which involved

Zetlin, Andrea G.
Lessons Learned about Integrating Services. Publication Series No. 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College School Cooperation; Cultural Awareness; Educational Planning; Educational Policy; Elementary Secondary Education; *Family School Relationship; *Integrated Services; Models; *Parent Participation; Program Development; Program Implementation

A popular model for strengthening family/school/community connections is through the school-based integrated service models described in this compendium. These programs, referred to as extended schools programs, must include family growth and development as a primary aim. A great deal can be learned from early efforts to implement such programs, and these lessons are: (1) quality leadership is essential; (2) the commitment of the parties involved to garnering parent involvement in planning and implementation must be honored; (3) ensure policies and practices are culturally compatible; (4) long-term commitments to program development must be made; (5) basic logistics must not be overlooked; (6) models should vary according to needs, goals, and limitations; and (7) integrated service initiatives must develop partnerships with local universities. (SLD)

ED 419 073 UD 032 322

Wang, Margaret C.; Haertel, Geneva D.; Walberg, Herbert J.
Educational Resilience. Publication Series No. 11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disadvantaged Youth; Diversity (Student); Elementary Secondary Education; Family Relationship; *High Risk Students; Peer Relationship; *Resilience (Personality); *Self Esteem; Teacher Expectations of Students; *Teaching Methods; Urban Schools; *Urban Youth

To assist educators in fostering resilience among children, this paper offers information that will help transform the picture of children at risk to a vision of educationally resilient students who can overcome obstacles. Researchers have offered many definitions of resilience, but all have stressed the capacity of the individual to overcome personal vulnerabilities and environmental adversities. Two of the most salient characteristics of resilient children are a high level of engagement and a sense of personal agency. Just as some personality traits act as protective factors, so do some features of families, communities, and schools. This booklet explores these features, beginning with parent characteristics that foster resilience. After the family, peers are the most important source of support, providing children and adolescents with a sense of being cared for and valued. Communities with well-developed social networks and consistent social and [illegible]. The book is divided into 11 chapters: (1) "The Latino Community: A Growing Clientele," an introduction to Latino culture, including ethnic terminology; (2) "Why Library Services to Latinos?"--the changing demographics of the nation's Latino population; (3) "A Place to Start: Building Your Foundation"; (4) "Know Your Community"; (5) "Programs and Services for Latinos in Your Community," including examples of successful programs from libraries throughout the country; (6) "Money, Money, Who's Got the Money?"; (7) "Can I Help You? The Important Role of Library Personnel"; (8) "Partnerships"; (9) "Selecting a Collection for Latinos"; (10) "Outreach and Marketing/Public Relations," including tips and examples of successful promotional materials; and (11) "Resource Directory," including publishers, organizations, and Internet resources. Includes an index. (Contains 27 references.) (AEF)

ED [illegible]   IR [illegible]

Fiore, Carole D.
Running Summer Library Reading Programs. A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 81.
Pub Date- 98
Note- [illegible]
Language- English
EDRS Price- Document Not Available from EDRS.
Pub Type- Books (010)-- Guides - Non-Classroom Use (for Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
Descriptors- [illegible] Elementary Secondary Education; Libraries; Library Extension; *Library Services; *Program Development; Program Evaluation; *Reading Instruction; Reading Motivation; *Reading Programs; Reading Skills; [illegible]; *Summer Programs; Users (Information)
This book provides a theoretical basis for summer library reading programs, and practical, hands-on knowledge about what really works in summer library programs, culled from the experience of librarians across the country. The book contains an introduction--"Why Are Summer Library Reading Programs"--and five chapters. Chapter 1--"The Literacy/Learning Value of Summer Library Reading"--discusses the research on how summer library programs positively affect students' reading retention over the traditional summer vacation. Chapter 2--"Serving the Community of Users (and Nonusers)"--discusses who should be served by summer reading programs and looks at nontraditional audiences. Chapter 3--"Organizing Your Program"--provides time frames for planning, selecting themes, program promotion, and volunteers. Chapter 4--"Summer Programs"--provides information on choosing books, activities, and other formats for use in programs, including the use of technology, and an inventory and evaluation of various types of programs. Chapter 5--"Evaluating Your Success"--discusses output measures, questionnaires, focus groups, and other methods of evaluation. Most chapters include a bibliography. An appendix--"Summer Library Program Themes by State"--provides a calendar for each state, and the list of summer programs in each one year, covering the years 1990-97. Includes an index. (AEF)

ED [illegible]   IR [illegible]

The Copyright Infringement Liability of Online and Internet Service Providers. Hearing on S. 1146, a Bill to Amend Title 17, United States Code, to Provide Limitations on Copyright

Wisconsin Public Library Trustee Handbook. Bulletin No. 98210.
PUB DATE- 98
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; *Governing Boards; Information Policy; Information Services; Legal Responsibility; *Library Administration; Library Funding; *Library Planning; Library Policy; Organizational Effectiveness; *Public Libraries; Resource Allocation; Strategic Planning; Trustees
IDENTIFIERS- *Trustee Responsibility; *Trustee Role; Wisconsin

This handbook was designed to help Wisconsin Public Library trustees organize their thoughts, deliberations, and actions. The book is divided into three main sections: (1) Effective Public Library Trustees and Boards; (2) Planning for Effective Action by the Public Library Board; and (3) Appendixes. The purpose of the first section is to place in civic and legal context the roles and responsibilities of the public library trustee and the public library board of trustees. The second section provides guidance to public library boards of trustees in fulfilling their responsibilities as effective planners and policy-makers for their institutions. Discussion includes finances and allocation of resources, personnel, policies and services, and buildings. The Appendix contains the following documents and information: Chapter 43 and Theft of Library Material Law; Open Meetings of Governmental Bodies and Open Records of Public Documents; Sample Bylaws; Sample Public Relations Policy; Intellectual Freedom, Library Bill of Rights, and Freedom to Read Statement; Sample Citizen Statement of Concern; The Division for Libraries and Community Learning; Sources of Additional Information; Recommended Reading and Viewing; and Glossary of Library Terms and Acronyms. An index is also provided. (AEF)

ED 418 723 IR 057 024

Yesner, Bernice L.; Jay, Hilda L.
Operating and Evaluating School Library Media Programs: A Handbook for Administrators and Librarians.
PUB DATE- 98
NOTE- 424p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Evaluation Criteria; Information Technology; Library Administration; *Library Development; *Library Planning; Library Policy; *Library Services; Media Specialists; Professional Development; *Program Development; *School Libraries

This comprehensive handbook offers detailed instructions for accessing the current performance of--and setting objectives for--school library media programs. Useful for both practicing school library media teachers and those in training, this manual shows how to identify problems and potentials, set goals and objectives, structure evaluation plans, and initiate improvements to school library media programs. The book is divided into three parts: Part 1: :Shared Responsibilities";

PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Community Colleges; Comparative Analysis; *Diversity (Institutional); *Personnel Selection; *Search Committees (Personnel); *Teacher Attitudes; Two Year Colleges

A study was undertaken to gather information on strategies valued by faculty search committee members at a midwestern community college. In the first phase of the study, 48 statements or search strategies were developed from a review of campus documents and interviews conducted with 20 faculty experienced in the hiring process. In the second phase, 25 faculty and staff members involved in the search process were asked to rate the importance of each of the 48 strategies. The 25 participants included the college president plus 12 who had participated in 6 or more searches and 12 who had participated in fewer than 6 searches. Responses were analyzed to determine differences in the perceived importance of the strategies between the more and the less experienced faculty. The study found that the more experienced faculty ranked "communication," including such strategies as asking faculty members to identify potential candidates and making certain that candidates' visits were pleasant, as the most important factor, while this strategy was ranked fifth by the less experienced faculty. Conversely, the less experienced faculty ranked "diversity training," including enhancing diversity training programs and educating the board of trustees on the importance of diversity, as the most important strategy, while the more experienced faculty ranked diversity fifth. Strategy ratings are appended. (Contains 10 references.) (BCY)

ED 418 743 JC 980 205

ICCTA Idea Book, 1998.
PUB DATE- 98
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Community Colleges; Directories; *Educational Innovation; Educational Practices; Program Descriptions; *Student Personnel Services; Two Year Colleges
IDENTIFIERS- *Illinois Community College System

In 1987, the Illinois Community College Trustees Association first published a resource directory of outstanding programs and services offered by the state's community colleges. This document presents a 1998 update to the directory, presenting information on 55 programs nominated by 35 colleges. The program descriptions provide the state nomination form and are grouped in the following categories: academic articulation, alumni associations, business and industry articulation, cultural diversity, faculty development and articulation, foundations, learning resources services, legislative advocacy, regional consortia, serving academically gifted students, serving students with special needs, support services, tech-prep/school-to-work, telecommunications, and challenges for the future. For each program, the college housing the program is identified and brief descriptions and discussions of unique

History; *Enrollment; High School Graduates; High Schools; Higher Education; *School Statistics; State Universities; Student Characteristics; Two Year Colleges
IDENTIFIERS- *Florida

This report provides articulation information for Florida public schools, community colleges, and state universities. Among the items contained in the paper are text and accompanying charts regarding (1) Florida public high school graduates receiving standard and GED diplomas; (2) high school graduates' postsecondary education intent versus actual enrollment; (3) readiness for college; (4) college preparatory retention and success; (5) community college associate degree completers and follow-up studies; (6) community college transfers; (7) independent colleges and state university system retention and graduation rates; and (8) articulation progression. Statistics gathered from the study include figures such as in 1996-97, 92,430 students graduated from Florida high schools and 47,059 from Florida community colleges. (EMH)

ED 418 763 JC 980 234

Nord, Sheldon C.
Student Satisfaction in Oregon Community Colleges.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; College Role; *Community Colleges; Educational Facilities; Minority Groups; Organizational Objectives; *Participant Satisfaction; Predictor Variables; Racial Differences; School Effectiveness; School Holding Power; School Surveys; *Student Attitudes; *Student College Relationship; Surveys; Two Year Colleges
IDENTIFIERS- *Oregon Community College System

Institutions of higher education, specifically community colleges, are facing increased accountability and competition, declining resources and enrollments, and unprecedented consumerism. However, according to the services marketing and satisfaction literatures, it is difficult to identify which factors lead to satisfaction. Of significance is that satisfaction measures should come directly from customers. This paper, which includes a review of literature, details a study of consumer satisfaction, drawn from surveys answered by Oregon Community College students in 1994 and 1996. The survey, conducted to identify which factors and educational experiences affect overall/global satisfaction, queried respondents on six independent variables: college services or programs, academic environment, admissions and registration environment, rules and policies environment, facilities environment, racial harmony, and general environment. The dependent variable used was the students' satisfaction with their college experience as a whole, or their "global satisfaction." Results indicated that the average satisfaction rating for various aspects of the institution exhibited a high degree of stability, and that academic environment was the most influential variable affecting global satisfaction. (Contains 37 references.) (EMH)

ED 418 764 JC 980 235

Maaka, Margaret J.; Ward, Shr M.; Corbin-Mullikin, Linka C.
Literacy Learning and Teaching in the Content Areas: Community College Students and Instructors Finding Common Ground.
PUB DATE- 98

or holding the infants' hands above his or her head while teaching walking. Recommendations were made to revise the study questionnaire to provide sufficient space and a clear definition to the population of what was meant by "floor time." The study concluded that more observational study is needed and the demonstration of developmentally appropriate practices will aid in the competency and well being of Nigerian infants. (A copy of the questionnaire is included.) (Author)

ED 418 782 PS 026 354

Directory of Projects, 1998.
PUB DATE- 97
NOTE- 72p.; For 1997 Directory of Projects, see ED 409 112.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; Community Centers; Demonstration Programs; *Early Childhood Education; *Educational Research; Educational Television; *Program Descriptions; *Research and Development; Research and Development Centers; Research Projects; *Young Children

The National Institute on Early Childhood Development and Education (ECI) was established to carry out a comprehensive program of research, development, and dissemination to improve young children's learning and development. This directory contains information on the programs and projects funded by ECI in fiscal year 1998. The directory's 10 sections are: (1) "About the Institute," describing the Institute's origins; (2) "The Institute's Centers Program," discussing the program and its projects designed to provide a stable foundation for long-term research; (3) "Field-Initiated Studies Program," describing the program and its projects to provide assistance to a variety of institutions, organizations, and individuals for educational research and demonstration projects; (4) "Small Business Innovation Research Program," describing the program and its projects to stimulate technological innovation; (5) "21st Century Community Learning Centers Program," describing the program and its projects supporting work in rural and inner city local education agencies; (6) "The Institute's Sponsored Projects Program," discussing the program and its projects supporting research efforts of immediate need; (7) "Ready-To-Learn Television," describing a program to provide assistance for the development of education and instructional video programming; (8) "ECI staff Directory"; (9) "State Listing of Projects" (37 listed); and (10) "Alphabetical Listing of Projects by Organization" (32 items). (SD)

ED 418 783 PS 026 356

Alexander, Wallace M.; Carr, Dennis; McAvoy, Kathy
Student-Oriented Curriculum: Asking the Right Questions.
PUB DATE- 95
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; Curriculum Design; *Curriculum Development; Educational Improvement; Elementary School Curriculum; Integrated Curriculum; Intermediate Grades;

to studying culture and posits that a symbolic approach may facilitate understanding of the cultural shaping of attachment. The first of the studies described in the book examined perceptions of adult socialization goals, child behavior, and desirable and undesirable attachment behavior among Anglo and Puerto Rican mothers. The second study investigated the impact of cultural values on others' evaluations of attachment behavior as seen in vignettes of Strange Situation Behavior. Participating in each study were separate samples of 80 middle- and working-class Anglo and Puerto Rican mothers of toddlers. The findings provided evidence that culture and socioeconomic status (SES) contributed independently to group differences in long-term socialization goals, perceptions of child behavior, and the evaluation of attachment behavior. Cultural membership provided a broader basis for group differences than did SES or demographic characteristics. The importance of individualism emerged in Anglo mothers' responses, especially with regard to balancing individual autonomy and overly enmeshed relatedness. Puerto Rican mothers were concerned that their children engage in appropriate relatedness, especially with regard to being "educado," or well brought up. Findings suggest that cultural meaning systems provide conceptual frameworks that are likely to be used to interpret emotional cues and experiences. The book's appendix contains the vignettes of Strange Situation behavior. Contains approximately 225 references. (KB)

ED 418 800 PS 026 477

Head Start Programs: Participant Characteristics, Services, and Funding. Report to Congressional Requesters.
PUB DATE- 98
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Health; Child Welfare; Educational Finance; Family Programs; Financial Support; Preschool Children; *Preschool Education; *Program Administration; Program Descriptions
IDENTIFIERS- Nutrition Services; *Project Head Start

In preparation for the reauthorization of Head Start, this study examined the number and characteristics of participants served, the services provided and the way they were delivered, federal and nonfederal program dollars received and spent by programs delivered by Head Start, and other programs providing similar early childhood services. The methodology involved surveys of all Head Start programs, telephone interviews, and visits to a number of programs. Findings indicated that Head Start served about 782,000 disadvantaged children and 711,000 families in 1996-97. Most children were 4-year-olds and spoke English as their main language. Through Head Start, children had access to educational, medical and dental care, social, and nutrition services. Families had access to social, job, and literacy services. Head Start often referred and linked children and families to needed services. Head Start services were typically provided in centers operating part of the day about 9 months a year. Most programs secured funding through multiple sources. The average amount of Head Start grant funds per child was $4,637, with an additional $549 per child from other funds. The largest portion of programs' overall income was spent on educational services, with personnel-related costs being the largest expense. Most programs reported that state-funded preschools, other preschools, child development centers, child care centers, and family day care homes operated in the same

*Lakota (Tribe); Profiles; *School Personnel; Tribally Controlled Education
IDENTIFIERS- *Oglala Lakota College SD

This annual report of Oglala Lakota College (South Dakota) profiles staff members and highlights brief family histories of students and staff. Staff profiles include educational background, duties, and interests. Ancestors of interest include: (1) the college president's great-grandfather, Short Bull, who fought at the battle of the Little Big Horn; (2) Martin Red Bear, who was a member of Crazy Horse's band and toured with a wild west show; (3) Samuel Rock, an Indian scout who found his dead father at the battle of Wounded Knee; (4) Ida White Eyes, a survivor of the "Breakout from Camp Robinson"; (5) Chief Red Cloud, a warrior and diplomat; (6) Sophie Fast Elk, who taught arts and crafts; (7) Long Wolf, who toured with Buffalo Bill Cody and died in England; and (8) a grandfather who toured with Buffalo Bill's Wild West Show. The report also includes a description of the 1995 graduation ceremony; accreditation and grant accomplishments for the 1995 school year; and a financial statement for the year ending September 30, 1995. (SAS)

ED 418 818 RC 020 821

Ikopesni Ihanbla Po: Dare To Dream. Oglala Lakota College: 25 Years.
PUB DATE- 96
NOTE- 24p.; Colored photographs and illustrations may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; American Indian Reservations; College Programs; *College Role; Higher Education; *Institutional Mission; *Oglala Sioux (Tribe); Small Colleges; Tribally Controlled Education
IDENTIFIERS- Institutional History; *Oglala Lakota College SD

The mission of the Oglala Lakota College is to establish and operate certificate- and degree-granting postsecondary institutions on Pine Ridge Reservation. The purposes of the college include tribal, cultural, academic, and community concerns. This booklet presents the 25-year history of the college; the historical struggle of the Lakota (Sioux) people; and the dream to provide an independent, reservation-based college. The realization of the dream came in 1971 when 19 courses in 9 subjects were taught in local schools and peoples' basements. In 1978, 2-year degree programs were offered in seven areas of study. In 1996 the college offered a Master of Arts in Lakota Leadership/Management, a Bachelor of Science degree in five professions, a Bachelor of Arts degree in Lakota Studies and History, four Associate of Applied Science degrees, and 15 Associate of Arts degrees. Other programs included secondary education certification, special education endorsement, Child Development Associate, General Equivalency Diploma (GED), and graduate courses in education. Twenty-two quotations from college faculty and staff show the impact of the college on the Lakota community. The college has 10 dreams for the future: construction of a resource center, classrooms, and community learning centers; development of degree programs in environmental and computer sciences; creation of endowed chairs in Lakota studies; student assessment; certification in education and health; integration of resources; expansion of student resources; creation of a competency-based teacher

Styles, and Functions" (Rosaura Sanchez); "One Nation, One Language?" (Susan Headden and others); "The National English Only Movement, Past and Future" (Luis A. Torres); "Official English and the Learning of English" (Jon Amastae); "Bilingual Education: Separating Fact from Fiction" (Richard V. Lopez); "The State of Hispanic Education, 1994" (Elizabeth Weiser Ramirez, Kimberly Linde); "School Failure: Explanations and Interventions" (Guadalupe Valdes); and "Latinos in Higher Education" (Eileen M. O'Brien). Demographic data of educational interest are found in "Discrimination and Conflict: Minority Status and the Latino Community in the United States" (Juan L. Gonzales, Jr.) and "Data Suggest Troubling Trends: Expert Calls Effects of Population Growth the State's Top Challenge" (Texas demography) (Chris Kelley). Other papers related to education are "The Chicano Movement: Its Legacy for Politics and Policy" (including educational policy) (John A. Garcia); "Project Change, El Paso" (improving ethnic relations) (Debbie Nathan); and "Latino Literature in the United States: A Resource Guide and Selected Bibliography for Teachers, Librarians and General Readers" (Roberta Fernandez). Contains references. (SV)

ED 418 836   RC 021 518

Cain, Jim; Jolliff, Barry
Teamwork & Teamplay: A Guide to Cooperative, Challenge and Adventure Activities That Build Confidence, Cooperation, Teamwork, Creativity, Trust, Decision Making, Conflict Resolution, Resource Management, Communication, Effective Feedback and Problem Solving Skills.
PUB DATE- 98
NOTE- 430p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adventure Education; *Equipment; *Experiential Learning; Games; *Group Activities; Group Dynamics; Individual Development; Interpersonal Competence; Outdoor Education; Planning; Resource Materials; *Teamwork
IDENTIFIERS- *Challenge Courses (Outdoor Activities); *Debriefing; Facilitators; Reflection Process

Challenge and adventure programs create situations that challenge the abilities of individuals and groups and that are metaphors for the problems and challenges of daily life. This book describes dozens of group activities that foster individual and group skills such as cooperation, problem solving, and communication. Each activity has a "challenge" or performance objective, but the real goal is to complete the challenge using skills and techniques that bring the group together. Chapter 1 summarizes the goals and benefits of challenge and adventure programming and contains over 350 references, primarily journal articles. Chapter 2 discusses planning activities including: evaluating group needs and goals, and planning challenge activities to address those needs and goals. Planning sheets and checklists are included. Chapter 3 discusses frontloading--giving preprogram information to participants--and describes warmup activities and techniques for beginning. Chapter 4 describes 83 challenge activities. Lists indicate the intensity level of each activity, its skill or theme, and whether it's "really new." Each entry includes a short description; equipment needs; the challenge; presentation, story line, or metaphor; variations; important points; discussion and

Springer, Leonard
Relating Concepts and Applications through Structured Active Learning.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; *Chemistry; Concept Formation; *Cooperative Learning; Engineering Education; Higher Education; Problem Solving; *Relevance (Education); Science Education; *Small Group Instruction; Student Projects; Theory Practice Relationship

The central research question in this study was whether structured active learning affects the abilities of science and engineering undergraduates to relate abstract concepts and realistic applications more than a relatively traditional instructional method. More specifically, the research was designed to determine whether differences in the learning outcome were apparent to faculty representing a variety of disciplines as well as to the students who participated in the course. The effects of structured active learning on the measured outcome were compared between men and women. The results suggest that students who participated in structured active learning perceived a greater ability to connect abstract concepts and real-world applications than students who participated in a relatively traditional instruction program. Faculty from a broad range of disciplines also perceived that students who participated in structured active learning were more competent than their counterparts in the traditional program, particularly in comprehending the larger context surrounding a problem and understanding the relationship between theory and practice during the problem-solving process. The positive effect of structured active learning on students' abilities to connect concepts and applications extended to both men and women. (PVD)

ED 418 856 SE 061 328

Thompson, Sylvia, Ed.
Beauvoir Health Curriculum.
PUB DATE- 97
NOTE- 155p.; Photocopies of photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Strategies; Elementary Education; *Elementary School Curriculum; *Hands on Science; *Health Education; Hygiene; Lesson Plans; Nutrition; *Relevance (Education); Safety; Science Activities; *Science Curriculum; Teaching Guides
IDENTIFIERS- District of Columbia

This health curriculum, developed by an elementary school faculty, provides three sets of lesson plans. Lesson plans include lessons taught by the school nurse, resource teachers, and classroom teachers. The topics considered in the lessons taught by the school nurse include hygiene, germs and diseases, safety, nutrition, and drugs. Topics explored in the resource teacher lesson plans include teeth, bones, sound, individual differences, the digestive system, and the circulatory system.

City Community School District. The goal of the project was to move teachers towards an interactive-constructivist model of teaching and learning that assumes a middle-of-the-road interpretation of constructivism, where hands-on activities are used selectively and purposefully to challenge students' ideas, promote deep processing, and achieve conceptual change. The research focus of this study was to verify the use of students' perceptions and attitudes and the supervisor's ratings as measures of teachers' implementation of interactive-constructivist teaching in elementary classrooms. The question was addressed using a case study of 52 elementary science teachers. This convenience sample was defined by the professional judgment of the expert rater using an eight-dimension checklist/rating rubric. Students' perceptions and attitudes and expert ratings of constructivist science teaching had marginal external validity. Includes in-depth discussion of constructivism and interactive-constructivist teaching. (Contains 46 references and 5 tables.) (PVD)

ED 418 877 SE 061 358

Shymansky, James A.; Yore, Larry D.; Dunkhase, John A.; Hand, Brian M.
Do Students Really Notice? A Study of the Impact of a Local Systemic Reform.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Elementary Education; *Elementary School Science; Instructional Innovation; *Knowledge Base for Teaching; Learning Strategies; Misconceptions; Parent Participation; *Science Course Improvement Projects; *Student Attitudes; Student Evaluation of Teacher Performance; Tables (Data); Teaching Methods
IDENTIFIERS- National Science Education Standards; *Systemic Educational Reform

This paper describes a major reform effort of an elementary science curriculum called the Science: Parents, Activities, and Literature (Science PALs) Project. The goal of the project was to move teachers towards an interactive-constructivist model of teaching and learning that assumes a middle-of-the-road interpretation of constructivism where hands-on activities are used selectively and purposefully to challenge students' ideas, promote deep processing, and achieve conceptual change. The program also enriches the cross-curricular connections of the science units and promotes meaningful parental involvement. A broad question was raised as to whether or not students really notice. This study explored elementary school students' perceptions of and attitudes toward interactive-constructivist science teaching and learning occurring in classrooms of teachers who were or were not participating in the Science PALs project. The sample consisted of 664 females and 651 males in Grades 1 through 6. Students' perceptions and attitudes were generally higher for science teaching and learning in classrooms of teachers with two or more years of Science PALs experience than in the classrooms of teachers with little to no experience with PALs. A survey of parent participants in the

SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 95
NOTE- 87p.; Some maps and figures may not reproduce well.
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary Secondary Education; *Foreign Countries; Global Education; Instructional Materials; Minority Groups; North Americans; *Polish Americans; Polish Literature; Social Studies
IDENTIFIERS- *Poland

This packet contains resource materials to help teachers include Polish studies in the school curriculum. Sections include: (1) "Geography"; (2) "History"; (3) "Fine Arts"; (4) "Resources"; and (5) "Appendix," covering miscellaneous facts and figures about Poland, its education system, monuments, national parks, language, and literature. (EH)

ED 418 901 SO 028 116

Peace Issues: A Humanities Curriculum for High School, 1994-1995.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 95
NOTE- 208p.; Developed by a Committee of Granite City High School Teachers.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship; Citizenship Responsibility; *Conflict Resolution; Global Education; High Schools; *Humanities Instruction; *Justice; *Peace; *Secondary School Curriculum; Social Studies
IDENTIFIERS- *Peace Education

This curriculum focuses on peace and justice issues while emphasizing the positive of the building of relationships. Units are developmental in approach and work from "Relating to Self" to "Relating to Others" to "Relating to Community and World." A Code of Ethics is presented to guide the unit and a section on sports' ethics is aimed specifically at high school students. Topics discussed include conflict resolution and peer mediation, bias, environmental concerns, world conflict, gender issues, ageism, disabilities, the Holocaust, African American and Native American cultures, and problem solving. (EH)

ED 418 902 SO 028 220

Delors, Jacques; And Others
Learning: The Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-first Century.
PUB DATE- 96
NOTE- 248p.; All fifteen members of the commission are listed on the cover and title page.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Basic Skills; Educational Development; Educational Objectives;

Association of Colleges for Teacher Education (50th, New Orleans, LA, February 25-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College School Cooperation; Faculty Development; Higher Education; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Secondary Education; Secondary School Teachers; Teacher Attitudes; *Teacher Collaboration; Teacher Improvement

This study interviewed 22 stakeholders in a Professional Development School (PDS) to determine their attitudes about the purpose, processes, relationships, and outcomes of their partnership. The study involved a series of in-depth, semi-structured, 1-hour interviews with PDS stakeholders to identify critical elements deemed necessary for the initiation, sustainment, and evaluation of an emerging PDS. Researchers transcribed each interview, then analyzed participant observation records and field notes for theme development and categorization. Stakeholders described three main purposes of PDSs, though with varying degrees of acceptance and understanding. The results revealed at least three different cultural groups in existence at the PDS. They were the school-based pragmatists, the university-based conceptualizers, and the partners (school and university stakeholders who were flexible thinkers and believed in the notion of the PDS and its capabilities). The study proposes an assessment framework that examines the effectiveness of a PDS on five levels: improved K-16 student learning; preservice education worthy of preparing the next generation of teachers; meaningful, needs-based inservice professional development; mutual renewal that generates knowledge for the profession; and the cultivated mutuality of the collaborative relationship. (Contains 24 references.) (SM)

ED 418 922 SP 037 886

Supon, Viola; Rowe, Kimberly A.
Promising Behavioral Intervention Practices in the Inclusionary Classroom.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Modification; *Classroom Techniques; Disabilities; Elementary Secondary Education; *Inclusive Schools; Interpersonal Communication; Mainstreaming; Regular and Special Education Relationship; Rewards; *Student Behavior; Student Motivation; Teacher Student Relationship
IDENTIFIERS- *Behavior Management

This paper discusses the results from 20 interviews over 10 years with therapeutic support staff members (TSSs) who revealed practices that they successfully implemented while working in inclusionary classrooms with students who had severe behavior challenges. All of the interviewees had Bachelor's degrees in behavior modification. They all worked one-on-one with identified students to facilitate the students' social and academic development in inclusionary classrooms. The suggested which measured teachers' perceptions of their classroom management beliefs and practices. Classroom management was defined as a multifaceted construct that included three broad dimensions (instructional, people, and behavior management). Data were collected from 286 teachers by using the ABCC Inventory and a demographic questionnaire. Participants, predominately Asian American and Caucasian females 23-63 years, were drawn directly from two public urban school districts in the southwest. Analyses determined a significant positive relationship between average enrollment of classes taught and scores on two of the three subscales of the ABCC Inventory. As class enrollment increased, teachers scored more controlling on the People Management and Behavior Management subscales of the ABCC. There was no significant relationship between class size and the Instructional Management subscale. Analysis of data on teachers who had and had not taken graduate courses within the last 6 months revealed no significant differences between the groups regarding the instructional, people, or behavior management subscales. (Contains 2 tables and 25 references.) (Author/SM)

ED 418 940 SP 037 905

A Profession in Jeopardy. Why Teachers Leave and What We Can Do about It.
SPONS. AGENCY- BellSouth Foundation, Inc. Atlanta, GA.
PUB DATE- 96
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teacher Induction; Beginning Teachers; Elementary Secondary Education; *Faculty Mobility; Public Schools; *Teacher Attitudes; Teacher Competencies; Teacher Salaries; *Teaching Conditions; *Teaching (Occupation)
IDENTIFIERS- *North Carolina

The quality of individuals teaching in North Carolina's public schools determines the success of students and schools. Research indicates that many new teachers leave the profession in their first years of teaching because of less than optimal and unsupportive teaching conditions. This report examines several of the problems that new teachers face, including the sink or swim induction; being underprepared and overwhelmed; low pay and the absence of mobility; the lack of tools; and constant time pressures. For each problem, the reporrt offers potential solutions. The report concludes that little has changed for teachers, and student performance improvement has been slow. Without a major effort to change the nature of the teaching profession, new initiatives will be absorbed into the same system which has provided little measurable impact. A road test for recommendations is included. The four appendixes offer a model induction program for North Carolina schools; a discussion of how alignment can occur in North Carolina to support a comprehensive model of induction; best practices in induction; and key concepts and best practices in professional development. (SM)

ED 418 941 SP 037 906

McCoy, Leah P., Ed.
Studies in Teaching. 1996 Research Digest.

PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association for Teacher Education (Dallas, TX, February 16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College Students; *Computer Uses in Education; *Databases; Elementary Education; Higher Education; Information Retrieval; Preservice Teacher Education; Student Teachers; Teacher Certification
IDENTIFIERS- *Graphical User Interfaces

Many academic institutions are moving toward data base management and information retrieval system software to process regularly scheduled reports of information from large, multifaceted, student and faculty data bases. While customized reporting is typically available, oftentimes, personnel that produce reports operate in an overload status and such requests take hours or, in some cases, days to process. Lacking on most campuses is the ability for faculty and administrative personnel to directly access such data, retrieve information in a user-friendly, highly informative manner, as well as generate their own customized reports, charts, plots, etc. This paper presents paper presents a "point-and-click" graphical user interface (GUI) capability for monitoring and assessing information from student, faculty, and related data that puts control in the hands of the user (faculty, administrative personnel, etc.). This capability utilizes the object oriented programming (OOP) capabilities of the Statistical Analysis System (SAS) package and permits the retrieval and reporting of strategic information in real-time. Specific enhancement of the ability for faculty and administrative personnel to perform student advising, diagnostic assessments, and standard information retrieval will be demonstrated. Emphasis is given to monitoring and assessing information from a multiyear data base comprised of students from Sam Houston State University (Huntsville, Texas) who are preparing for careers as teachers. (Author)

ED 418 959 SP 037 925

Tochon, Francois Victor
Bakhtinian Plagiarism in Group Interactions: From Negative Interdependence to a Semiotic Model of Constructive Learning.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 98
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; *Cooperative Learning; Elementary Education; Elementary School Students; Foreign Countries; Group Activities; *Peer Influence; *Plagiarism; Social Environment; Student Behavior; Teamwork
IDENTIFIERS- Bakhtin (Mikhail)

This article shows the extent to which pupils borrow information from one another. In the course of classroom observations, learning in groups appeared to be polyphonic and was based upon the ideas of others. Learning through plagiarism, however, must

Measurement; Interviews; *National Surveys; Participation; *Responses; Sampling; *Statistical Bias; Telephone Surveys
IDENTIFIERS- *National Household Education Survey

The National Household Education Survey (NHES) is a data collection system of the National Center for Education Statistics (NCES) designed to address a wide range of education-related issues. It is a telephone survey of the noninstitutionalized civilian population. In 1995, the NHES included a survey of adult education (AE). This report deals with response bias in the AE component of the NHES. To estimate response bias for the AE, an intensive reinterview was conducted with a sample of respondents and the responses to this reinterview were compared with the original values to estimate response bias. Interviewers were not chosen from the regular pool of NHES interviewers, but were people with previous experience in less structured interviews. An interview protocol was developed for the reinterview. Of 230 cases sampled for the bias study, 206 respondents completed intensive reinterviews. The estimated bias in the overall participation rate of adults was 24%, and the bias-corrected estimate is that 64% of adults participated in AE in 1995, a figure considerably larger than the 40% reported in the NHES:95. Under-reporting may have resulted from a lack of understanding related to the less formal forms of adult education. The under-reporting of participation for work-related and personal development courses was substantial. Consistency problems were identified for items dealing with barriers to participation in adult education, but the reinterview program did not lead to new ideas to cope with inconsistent reporting (the switching problem) in the NHES:95. The intensive reinterview methodology appeared to have good potential for detecting biases, and it appears that response bias can be estimated using this methodology. (Contains 9 tables and 14 references.) (SLD)

ED 418 978   TM 028 257

Brick, J. Michael; Wernimont, Jacque; Montes, Maida
The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 96
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Data Collection; Elementary Secondary Education; *Error of Measurement; Estimation (Mathematics); Interviews; *National Surveys; Participation; Research Methodology; *Responses; Sampling; *Statistical Bias; Telephone Surveys
IDENTIFIERS- *National Household Education Survey; Research Replication

The National Household Education Survey (NHES) is a data collection system of the National Center for Education Statistics (NCES) designed to address a wide range of education-related issues. It is a telephone survey of the noninstitutionalized civilian population. In 1995, the NHES included a survey of adult education (AE). This report examines errors arising from the interviewing process in the AE components of the NHES:95. The estimates from this component, and from every survey, are subject to both sampling error and nonsampling error. In this analysis, measurement errors are estimated by reinterviewing a sample of respondents and asking work; more options for fieldwork; and greater course selection. A survey of employers indicated that they thought the program did enhance employee skills in areas related to human relations and data analysis. One area of concern for the program as a whole is the under-representation of Mexican American and Native American students, and another is the differing course preferences of the various career groups in the program. Appendixes contain the sample survey, a map of program locations, the program of study, and the Pennsylvania Training Model. (Contains four tables.) (SLD)

ED 418 997   TM 028 289

Wiggins, Grant
Educative Assessment. Designing Assessments To Inform and Improve Student Performance.
PUB DATE- 98
NOTE- 361p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Curriculum Development; *Educational Assessment; Educational Improvement; Elementary Secondary Education; Feedback; *Performance Based Assessment; Performance Factors; Scoring; *Standards; *Test Construction; Test Use
IDENTIFIERS- *Authentic Assessment; Scoring Rubrics

This book presents a rationale for learning-centered assessments in schools and an overview of the tools, techniques, and issues that educators should consider as they design and use assessments focused on learner needs. The proposals in this book are based on the premise that assessment should be deliberately designed to improve and educate student performance, not merely to audit it as most current assessments do. For better achievement, students need educative assessment. The chapters that make up Part 1 (Chapters 2 through 4) explore the elements of educative assessment. Part Two (Chapters 5 through 7) considers design in assessment. Central to Part 2 is the explanation of a logical order for considering assessment design elements. Part 3 (Chapters 7 through 11) then looks at the implications of the design work, and Part 4 (Chapters 12 and 13) explores changing the current system of assessment. The following chapters are included: (1) "Educative Assessment: A Vision"; (2) "Ensuring Authentic Performance"; (3) "Providing Ongoing Feedback"; (4) "Promoting Student Understanding"; (5) "Standards and Criteria"; (6) "Individual Performance Tasks"; (7) "Scoring Rubrics"; (8) "Portfolio as Evidence"; (9) "Curriculum and Instruction"; (10) "Grading and Reporting"; (11) "Teaching and Accountability"; (12) "Feasibility: Real and Imagined"; and (13) "Next Steps." (Contains 60 figures and 116 references.) (SLD)

ED 418 998   TM 028 290

Bierschenk, Bernhard
A Topometric Approach to Life Quality across Comparted Time and Projected Societies. Cognitive Science Research No. 65.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Counties; Elementary Secondary Education; Language Arts; Mathematics; Norm Referenced Tests; Reading Achievement; School Districts; *State Programs; Tables (Data); *Test Results; *Testing Programs
IDENTIFIERS- *Arizona; *Stanford Achievement Tests

This is the 17th year of statewide student testing under the Arizona Student Achievement Program. To fulfill the requirements of Arizona law, a nationally standardized, norm-referenced achievement test in the subjects of reading, language, and mathematics must be adopted and implemented for Arizona schools. For the 1996-97 school year, the State Board of Education mandated testing at grades 3 through 12 with the Stanford Achievement Test, Ninth Edition (Stanford 9). This test was administered statewide to 510,849 Arizona students in the spring of 1997, subtests in reading, language, and mathematics. This state report appendix provides school, district, county, and state level scores representing typical student performance on the Stanford 9, with separate scores for each subject test. The three scores cannot be averaged to produce one overall score for a reporting entity. These scores are called individual percentile rank scores because they are developed from the distribution of individual student scores. One lengthy table is provided for each of the three subject areas. (SLD)

ED 419 019 TM 028 325

Kier, Frederick J.; Buras, Avery R.; Thompson, Bruce
Perceived Affiliation with Family Member Roles: Validity and Reliability of Scores on the "Children's Role Inventory."
PUB DATE- 98
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Role; *College Students; *Construct Validity; Family Role; Higher Education; *Reliability; Scores; *Student Attitudes; Tables (Data); Test Use
IDENTIFIERS- *Affiliative Behavior; Confirmatory Factor Analysis; Exploratory Factor Analysis

This study evaluated the reliability and construct validity of scores from the "Children's Role Inventory" (A. Potter and D. Williams, 1991). The measure specifies four roles fulfilled by children: Hero, Lost Child, Mascot, and Scapegoat. Theory and some research also suggest that adults continue to interact based on role assignments adopted in childhood. Both confirmatory and explanatory factor analyses and analyses of variance were conducted for a sample of 499 college students, primarily nonminority members. In the aggregate, analyses suggest that the four roles have reasonable construct validity, but some variations in the measurement of the roles may ultimately be specified to refine this model. The instrument may be useful in assessment and research applications, although further study is warranted. Appendixes present score reliability item analysis statistics and a variance/covariance matrix for Children's Role Inventory items and item parcels. (Contains 5 tables and 29 references.) (SLD)

Information was drawn from more than 60 interviews plus other sources. (Contains 2 maps, 1 table, and 215 references.) (SLD)

ED 419 037 UD 032 281

Miller, John J., Ed.
Alternatives to Afrocentrism. Second Edition.
PUB DATE- 96
NOTE- 101p.; Preface by Linda Chavez.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Culture; Black History; Black Students; *Black Studies; *Curriculum Development; Elementary Secondary Education; *Multicultural Education; *Teaching Methods; Textbook Content; United States History
IDENTIFIERS- African Americans; *Afrocentrism

The essays in this collection place the current Afrocentric movement in its historical context and offer alternative suggestions about how to teach African American students about their history. The first section deals with the roots of Afrocentrism, analyzes the content of Afrocentric books and curricula, and discusses the impact of Afrocentrism on the African American community. The second section offers practical alternatives to the current Afrocentric fare. The following essays are included: (1) "The Anatomy of Afrocentrism" (Gerald Early); (2) "In Fairness to Afrocentrism" (Wilson J. Moses); (3) "Africa and the Afrocentrists" (Louis Wilson); (4) "The Origins of the 'Stolen Legacy'" (Mary Lefkowitz); (5) "The Distortions of Afrocentric History" (Clarence E. Walker); (6) "What's Wrong with the Portland Baseline Essays?" (Erich Martel); (7) "Afrocentrism in the Textbooks" (Gilbert T. Sewall); (8) "A Teacher's Look at Afrocentrism" (Rosalind Johnson); (9) "The Racial Idiocy of Afrocentrism" (Michael Meyers); (10) "The Need for Myths" (David Nicholson); (11) "This African American Still Feels Black" (Leon Wynter); (12) "Race Is Still a Black and White Issue" (Hugh Pearson); (13) "How Multiculturalism Abuses Ethnoracial Categories" (David A. Hollinger); (14) "Beyond the Afrocentric Con" (Stanley Crouch); (15) "How To Teach about Ancient History: A Multicultural Model" (Frank J. Yurco); and (16) "What Every Student Should Know" (opinions of numerous experts). (SLD)

ED 419 038 UD 032 282

Rumbaut, Ruben G.
Transformations: The Post-Immigrant Generation in an Age of Diversity.
PUB DATE- 98
NOTE- 58p.; Paper presented at the Annual Meeting of the Eastern Sociological Society (Philadelphia, PA, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Acculturation; *Adolescents; Children; *Educational Attainment; *Ethnic Groups; *Immigrants; Immigration; Junior High School Students; Junior High Schools; Language Proficiency; *Limited English Speaking; Longitudinal Studies
IDENTIFIERS- *Children of Immigrants

This paper examines the latest results of the Children of Immigrants Longitudinal Study (CILS), a multifaceted interviewing over 100 immigrant women living and working in Sydney, was carried out in 1988 and 1989. The study also involved an extensive review of Australian and international literature on immigrant women in the workforce and the analysis of recent census and labor force survey data. A particular focus was the experience of newly arrived immigrants, including the relationship between their premigration histories, their participation in the workforce in Australia, and their domestic and family responsibilities. Although the economic and social conditions of Australia have changed considerably in the post-war period, the similarities in the lives of women immigrants arriving in the 1950s and 1960s were more marked than the differences. Their place in the economy has altered little, and employment continues to play a key role in structuring women's lives despite the development of an increased role for the state through ethnic affairs policies. Little evidence was found to support the theory that immigrants' work force experiences reflected their pre-migration capital endowments. Instead, women from a variety of backgrounds ended up, after immigrating to Australia, in low status, unpleasant, and unrewarding jobs. Unemployment emerges as the greatest difficulty encountered by newly arrived women in Australia. The last chapter makes recommendations in the areas of vocational guidance and training, equal employment opportunity, work conditions, participation in trade unions, and child care and family support. An appendix contains the study questionnaire. (Contains 91 references.) (SLD)

ED 419 056 UD 032 301

Cope, Bill
Racism, Popular Culture and Australian Identity in Transition: A Case Study of Change in School Textbooks since 1945. Occasional Paper No. 14.
PUB DATE- 87
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Acculturation; Course Content; *Cultural Differences; Educational Change; Elementary Secondary Education; Foreign Countries; History; *Multicultural Education; *Popular Culture; *Racial Bias; Racial Identification; Self Concept; *Textbook Content; Textbooks
IDENTIFIERS- *Australia

Since the second world war, significant changes have come about in the sense of Australian identity and historical self-consciousness. The nature and extent of these changes can be seen in an analysis of racism and conceptions of culture, and how the "other" is defined. The main interest of this paper is Australian popular culture, and the empirical focus is 630 texts widely used in Australian schools in the period from 1945 to 1985. Most of these texts achieved mass circulation. Changes in historical interpretation are cruder and much more clear in school textbooks, which usually contain large generalizations and simplifications. This paper traces a striking change in the cultural contexts of school textbooks since 1945 from the paradigm of assimilation to one of multiculturalism. This change should be seen in the context of an old story of Australia in which history is a narrative of progress and development, with cultural differences conceived as a matter of superiority/inferiority and dominance and suppression of other cultures, such as the assimilation of Aborigines and immigrants. From the late 1960s on, a new story of Australia cultural norms also support resilience. Schools have a major role to play in promoting resilience, and a number of strategies to do so are discussed. Teacher attitudes and expectations are critical, and these must be combined with powerful, research-based instructional practices that facilitate student learning. Responding to student diversity promotes resilience, as does teaching students strategies for learning. The roles of curriculum, programs and reforms that build resilience, and initiatives with a direct influence on student learning are discussed. Children's educational resilience cannot be created merely by a set of activities or strategies, but it can be enhanced by teachers' adopting a new vision of their students as individuals who can make choices, acquire knowledge and skills, and achieve a fulfilling life. (Contains 1 figure, 2 tables, and 19 references.) (SLD)

ED 419 074 UD 032 323

Walberg, Herbert J.
Uncompetitive American Schools: Causes and Cures. Publication Series No. 12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 49p.; Reprint from "The Brookings Papers on Education Policy," The Brookings Institution, 1997.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Accountability; Educational Improvement; Educational Objectives; Educational Policy; *Educational Vouchers; Elementary Secondary Education; Etiology; Grouping (Instructional Purposes); *Low Achievement; *Privatization; *Standards

This chapter concentrates on policies that increase the efficiency of schools rather than just more spending. The first focus is on the causes of educational inefficiency. These include lack of standards and accountability, centralization, unaccountable management and labor, federally induced inefficiency, and nonmarket inefficiency. Steps policymakers can take to increase productivity are: (1) focus schools on learning; (2) apply principles of effective instruction; (3) increase the amount of instruction; (4) ensure quality instruction; (5) improve the organization of work and instruction; (6) employ uniform standards; (7) allow for student differences; (8) work to overcome "Matthew effects" of increasing ability differences; (9) group students in appropriate ways; (10) develop external examinations; (11) hold educators accountable; (12) incorporate appropriate incentives; and (13) abolish or voucherize federal education programs. Particular attention is given to the role of privatization, which might better satisfy educational requirements for all but the special interests of public school providers and defenders of the status quo. The evidence for the superior achievement of private schools suggests enlarging their numbers with publicly subsidized vouchers. (Contains three figures.) (SLD)

ED 419 075 UD 032 324

Taylor, Ronald D.
Association of African-American Mothers' Perceptions of Their Neighborhood with Their Parenting and Adolescent Adjustment. Publication Series No. 6.
SPONS. AGENCY- Office of Educational Research and Improvement

Liability, Protection of [illegible] Online, and for Other Purposes.
Committee on the Judiciary, United States Senate, One Hundred Fifth Congress, First Session (September 4, 1997).
[illegible]
[illegible]
LANGUAGE- English
EDRS Price - [illegible] Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Information; *Copyrights; Downloading; *Electronic Libraries; Electronic Text; Fair Use (Copyrights); Federal Legislation; [illegible]; Hearings; Information Dissemination; Information Industry; Information Retrieval; *Internet; Legal Responsibility; Online Vendors
IDENTIFIERS- Congress 105th

This congressional hearing transcript presents testimony on how to best reduce the cost of copyright infringement facing content providers on the Internet. The Internet enables users to reproduce perfectly and distribute globally copies of the digital works that represent some of the most valuable products of American creativity. While many of these digital transmissions are legal, many others are not. The challenge is to balance copyright protection to encourage and reward creativity, while promoting accessibility to information. These hearings consider the concerns raised by online service providers, regarding their potential liability for copyright infringement when they are involved in making available unauthorized material. Testimony is presented by: Fritz E. Attaway (Motion Picture Association of America); Cary H. Sherman (Recording Industry Association of America); Daniel Burton (Novell, on behalf of the Business Software Alliance and the Software Publishers Association); George Vradenburg, III (America Online, Inc., on behalf of the OSP and Copyright Coalition); Roy Neel (United States Telephone Association); and Robert L. Oakley (Georgetown University Law Center, on behalf of the American Association of Law Libraries). The appendix includes the text of the proposed legislation, and responses of witnesses Attaway, Sherman, Burton, Vradenburg, and Oakley to questions from [illegible]. A prepared statement on behalf of the Digital Future Coalition by [illegible] is provided as an additional submission for the record. [illegible]

ED [illegible]   IR [illegible]

Metz-Wiseman, Monica; Silver, Susan; Hanson, Ardis; Johnston, Judy; Grohs, Kim; Neville, Tina; Sanchez, Ed; Gray, Carolyn
The USF Libraries Virtual Library Project: A Blueprint for Development.
PUB DATE- 96
NOTE- [illegible]
LANGUAGE- English
EDRS Price - [illegible] Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; *Electronic Libraries; Higher Education; Information Services; Information Technology; Library Automation; Library Collection Development; *Library Planning; Shared Resources and Services; Staff Development; [illegible]
IDENTIFIERS- Information Infrastructure; *Technology Implementation; Technology Plans; University of South Florida
This report of the Virtual Library Planning Committee (VLPC) is intended to serve as a blueprint for the University of South Florida (USF) Libraries as it shifts from print to digital formats in its evolution into a "Virtual Library". A

Part 2: "Evaluation Modules"; and Part 3: "Appendixes." Topics covered include evaluating the role of administrators and other staff, which includes assessing both administrative functions (budgeting, ordering and processing, facilities, library policies, scheduling, school/public library cooperation) and collection management responsibilities (collection development and integration, censorship policies, layout of materials, overdues, and losses). Other important evaluation measures include instructional elements (student learning and library staff's professional development), and technology (purchase and use of computer hardware and software). Ideal for structuring evaluation plans and as a text for education instructors, this practical guide also contains appendixes with sample evaluation forms, sample job descriptions, student evaluation questionnaires, access to networks, American Library Association (ALA) documents, American Association of School Libraries (AASL) position papers, a glossary of terms, and an index. (AEF)

ED 418 724 IR 057 025

Clark, Cynthia D., Comp.; Horn, Judy, Comp.
Organization of Document Collections and Services. SPEC Kit 227 and SPEC Flyer 227.
PUB DATE- 98
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Access to Information; Bibliographic Records; *Change; Classification; Electronic Libraries; *Government Publications; Higher Education; Library Administration; Library Catalogs; *Library Collection Development; Library Materials; *Library Services; Library Technical Processes; Online Catalogs; Organizational Change; *Research Libraries; Technological Advancement
IDENTIFIERS- Association of Research Libraries; Web Pages

This survey examined whether recent changes in the accessibility of bibliographic records and electronic access has led to an emerging pattern in the way that documents are organized into four areas: (1) general questions; (2) technical services; (3) collections and public services; and (4) changes in the organization of documents service. Responses were received from 88 of the 119 Association of Research Libraries (ARL) (74% return rate). The categories of documents acquired by the greatest number of libraries are United States federal documents (99% of respondents) and international intergovernmental documents (91% of respondents). The overwhelming majority of libraries (84%) use multiple classification systems. Several libraries cited the increased availability of catalog records as one of the factors influencing change within the organization of documents collections and services. The majority of ARL libraries (57%) provide service from a combined service desk rather than from a desk specifically for documents service. Collection development for documents is typically done by librarians in the documents unit in 68 libraries (78%). The majority of ARL libraries (89%) have a Web page to direct users to government information resources on the Web. Sixty-two libraries (71%) report that documents services have undergone changes in the last five years. Survey results confirmed that trends in documents collections and services are being shaped by the same forces features, numbers served, and awards received are provided. Contact information is included for each program. (BCY)

ED 418 744 JC 980 207

State University of New York Teaching Workload, Report 96-S-55.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audits (Verification); *College Faculty; Comparative Analysis; Educational Change; Educational Research; Efficiency; Faculty College Relationship; *Faculty Workload; Higher Education; Institutional Mission; Multicampus Colleges; Teacher Student Ratio
IDENTIFIERS- *State University of New York

This document describes how the faculty workload at the 16 selected SUNY (State University of New York) campuses compares with that of other public colleges and universities, and the actions SUNY has taken to ensure optimal teaching workloads. The results indicate that the teaching productivity in most of the 16 SUNY schools compared favorably with the teaching productivity of other public colleges and universities. Using national study data on faculty teaching workload, it was found that SUNY faculty had a 5% higher workload than their peers. However, the student/faculty ratios within the academic teaching more classes with fewer students. As a result of this finding, 56 academic programs at different SUNY campuses will be eliminated due to low enrollment, cost, or lack of need, saving $2.7 million over 3 years. In addition, two campuses have established formal policies governing teaching workloads. The New York State Comptroller recommends that such efforts be extended to all SUNY campuses with a focus on long-range plans. Appendices include report contributors and SUNY officials' responses to the audit. (YKH)

ED 418 745 JC 980 208

Mendelowitz, Seth
On the Over-use and Under-pay of Part-time Faculty in America's Colleges.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adjunct Faculty; *College Faculty; *Community Colleges; Comparable Worth; Educational Legislation; Financial Problems; Government School Relationship; Institutional Autonomy; Part Time Employment; *Part Time Faculty; Public Policy; *Salary Wage Differentials; State Legislation; Teacher Rights; Teacher Salaries; Teacher Student Ratio; Two Year Colleges; Unions
IDENTIFIERS- *Parkland College IL

This paper addresses the overuse and underpay of part-time faculty at Illinois' Parkland College, and throughout American higher education in general. The proposed State of Illinois Senate Bill No. 1376 limits the use of part-time faculty to a supplementary capacity, or for use only when full-time faculty is unavailable, and will likely exacerbate the gross undercompensation of part-time faculty, who receive only one-

NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Community Colleges; *Content Area Reading; Informal Assessment; Instructional Improvement; Literacy; *Reading Skills; *Student Attitudes; Student Characteristics; *Student Motivation; Surveys; Teacher Role; Teacher Student Relationship; *Two Year College Students; Two Year Colleges; Writing Instruction

Impelled by students' difficulties to learn new concepts from assigned readings, this paper examines effective literacy instruction in their respective classrooms. By targeting three linked areas of concern: students' motivation to read assigned texts, the learning strategies students bring to their reading experiences, and students' abilities to comprehend and apply information from assigned reading. Recent research in the target areas was reviewed, and two surveys, one each for instructor and student, were developed to gather information on students' reading habits and attitudes, as well as information on instructional methods. The survey data was used to make informed decisions on how best to revise curricula in order to help students become independent synthesizers, organizers, interpreters, and appliers of information gained from content area readings. This paper presents an overview of survey findings and makes recommendations, one of which is that future research should focus on the nature of the literacy attitudes, habits, abilities, and understandings that students bring to college. (Contains 36 references.) (EMH)

ED 418 765 JC 980 236

Santa Rita, Emilio, Jr.
Counselors as Esteem Builders.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Measures; *Community Colleges; Competence; Counseling Techniques; Counselor Client Relationship; *Counselor Role; Evaluation Methods; School Counselors; Self Concept; *Self Esteem; *Student Attitudes; Student Evaluation; Two Year Colleges

This paper contains an instrument for evaluating college counselors as esteem-builders, using Borba's Analysis of Self-Esteem. The instrument is divided into five components, each of which should be fostered in a student by the counselor: (1) Security, a feeling of strong assuredness; (2) Selfhood, a feeling of individuality; (3) Affiliation, a feeling of belonging, acceptance, or relatedness in relationships that are considered important; (4) Mission, a feeling of purpose and motivation in life; and (5) Competence, a feeling of success and accomplishment in things regarded as important or valuable. Each component includes elements that the counselor must know when counseling a student and fostering his or her self-esteem. These elements fall under the categories "esteem builders," "possible indicators of weak competence," and "possible indicators of strong competence." An evaluation scale with questions also is provided for each component. (Contains 20

Junior High Schools; *Middle Schools; Relevance (Education); *Student Centered Curriculum; *Student Developed Materials; Student Educational Objectives; Student Interests; *Student Participation; Thematic Approach
IDENTIFIERS- *Curriculum Theories; Middle School Students; National Middle School Association

Based on one middle school teaching team's curriculum improvement project, this monograph makes a case for actively involving students in all aspects of the teaching/learning process by means of a student-oriented curriculum. The goal of the project described was to provide an opportunity for students to study thematic units, working cooperatively to integrate all subject areas within a daily block of time. The monograph provides an account of the project undertaken and the successes and lessons learned, and aims at encouraging and guiding those who seek to empower students and integrate learning. Following a brief introduction, the second section of the monograph, "Preparing for Implementation," addresses how to start a similar project. The third section, "Team Building," addresses overcoming years of instructional passivity. The fourth section, "The Environmental Unit," presents a case inquiry project. The fifth section, "Assessment," addresses measuring student learning. The sixth section, "Inclusion," addresses special needs students in this project. The seventh section, "The Crime Unit," presents a second case inquiry project. The eighth section, "Expanding the Integrated Block," further addresses thematic units, while the ninth section, "The Future Unit," addresses still another thematic unit. The tenth section, "The Survival Unit," describes the final unit of the year. The final section, "Lessons Learned," presents 16 lessons derived from the year-long experience. (SD)

ED 418 784 PS 026 357

Freeman, Carol Goldberg
Living with a Work in Progress: A Parents' Guide to Surviving Adolescence.
PUB DATE- 96
NOTE- 56p.; Illustrations by Katie Sullivan.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Development; *Adolescents; *Child Rearing; Developmental Stages; *Humor; Intermediate Grades; Parent Attitudes; *Parent Child Relationship; Parent Role; Parents; Puberty; Secondary Education; Student Problems
IDENTIFIERS- Adolescent Attitudes; *Adolescent Behavior; Anecdotes

This book is a collection of essays on all of the common problems, experiences, and humorous anecdotes of adolescence. It is written to alter the common negative perception of adolescence and instill a feeling of celebration of this period of tremendous change in children's lives. Following an introductory section, the second section of the book, "Uncommon Traits," discusses privacy issues, mother and daughter relationships, limits, and eating disorders. The third section, "Friendship," explores choosing friends, rejection, new friends, wanting to belong, jealousy, and "telephonitis." The fourth section, "Schoolwork," looks at respect, adjusting to school, the report card, and stress. The fifth section, "Boyfriends & Girlfriends," discusses being pursued, being in love, and saying no. The sixth section, "Beyond Academics," communities as Head Start programs. Some of these programs served disadvantaged children and sometimes helped families obtain additional services. Five appendices include descriptions of the study objectives, scope and methodology, and the surveys used. (KB)

ED 418 801 PS 026 478

Current Data on Child Care Salaries and Benefits in the United States.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; Foundation for Child Development, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- *Child Care Occupations; *Child Caregivers; *Compensation (Remuneration); Day Care; Fringe Benefits; Health Insurance; Preschool Education; *Preschool Teachers; Salary Wage Differentials; Tables (Data); *Teacher Salaries; Wages

This report presents the most recent salary and benefits data available for the U.S. child care workforce. Data for average wages for preschool teachers and child care workers are presented for each state. A graph comparing median hourly wages between child care jobs and other occupations is also included. Appendix 1 of the report presents: compensation and turnover data collected in various states during or after 1995; description of the average wages of teachers and assistant teachers as documented in recent studies; and data about the health benefits which child care centers offer teaching staff, in either fully-paid or partially-paid insurance plans. Appendix 2 contains a resource list of studies conducted prior to 1995 in those states which have not updated their data recently. This compendium points to the need for more consistent, reliable and comprehensive data collection about the child care work force, particularly in terms of differentiating for-profit and non-profit centers, infant and school-age programs, or licensed and unlicensed family child care. (JPB)

ED 418 802 PS 026 481

LeBlanc, H. Paul, III; French, Kathryn J.
Rule Making Authority: Negotiation at Home and in the Classroom.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the Southern States Communication Association (68th, San Antonio, TX, April 4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; College Students; Context Effect; *Family Environment; Family Relationship; Family (Sociological Unit); Higher Education; Role Conflict; *Social Development; *Socialization; *Student Attitudes
IDENTIFIERS- *Negotiation Processes

The socialization process results from development within cultural or social contexts. This study examined attitudes of 107 college students surveyed regarding the negotiation of rules in both the family and the classroom, which are regarded education program; and development of research, consulting, and training services. Challenges include funding and transportation. By the year 2001, the college envisions increased enrollment, completed campus construction projects, expanded degree programs, and computerized status of campus activities. Includes four Lakota poems. (SAS)

ED 418 819 RC 020 871

The Utility of a Discount Methodology for Implementing Congressional Intent Regarding Section 254 of the Telecommunications Act of 1996: Preliminary Findings and Executive Summary.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; *Costs; Educational Finance; Elementary Secondary Education; Federal Aid; Federal Legislation; Geographic Isolation; Government School Relationship; Nonmetropolitan Areas; *Rural Urban Differences; *School Districts; *Telecommunications; Telephone Communications Industry
IDENTIFIERS- *Access to Services; Access to Technology; *Telecommunications Act 1996; Telecommunications Infrastructure; Telecommunications Policy

The goal of Section 254 of the Telecommunications Act of 1996 is the "equality of affordable, comparably priced access to telecommunication services by schools, libraries, and hospitals regardless of geographic location." The purposes of this study were to provide decision support information to the Joint Board and Federal Communications Commission as they seek to implement that intent; to determine the range of prices charged for telecommunications services within, and among, states; and to test the utility of a proposed discount methodology, utilizing actual tariffed rates for selected school districts across the entire rural-urban continuum. Tariff data was collected from eight states--Florida, West Virginia, Nebraska, Maine, Missouri, Nevada, Texas, and Illinois. Tariffs were collected for the three largest carriers in each state and for three small independent carriers for which tariffs existed. Reported data were limited to 56k, T1, and DS3 services, for which 55 tariffs were collected. The T1 service shows the least differential between metro and nonmetro prices, being somewhat more costly for nonmetro districts. For 56k service, the average installation plus annual tariffed price is more costly for nonmetro districts. DS3 service is the most costly and least available of the services investigated, and is substantially more costly for nonmetro districts. In all cases, the proposed discount methodology appears to further equalize prices across all districts regardless of rural/urban factors. Eight summary findings are presented, and an appendix explains the concepts and delineation of the proposed discount methodology. (TD)

ED 418 820 RC 021 302

Harmon, Hobart; Howley, Craig; Smith, Charles; Dickens, Ben
Planning Schools for Rural Communities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98

debriefing topics; sequence; and related activities. Chapter 5 provides directions for purchasing or constructing the equipment needed for each activity. Chapter 6 discusses the facilitator's role and techniques for processing the challenge experience. Chapter 7 describes 38 games and activities just for fun. Chapter 8 is an extensive resource guide, listing books, manuals, and guides in 18 categories; organizations; builders of challenge courses; college programs; insurance carriers and information; conferences, seminars, and workshops; periodicals; Internet resources; book sources; and equipment sources. Chapter 9 provides "free advice," questions for self-evaluation, and ideas for the future of challenge and adventure programming. Photographs and an index are included. (SV)

ED 418 837 RC 021 528

Mendoza, Patrick M.; Strange Owl-Raben, Ann; Strange Owl, Nico
Four Great Rivers To Cross: Cheyenne History, Culture, and Traditions.
PUB DATE- 98
NOTE- 141p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; *American Indian History; Elementary Education; Learning Activities; Multicultural Education; *Mythology; Oral Tradition; Social Studies
IDENTIFIERS- *Cheyenne (Tribe); *Indian Wars; Spirituality

This book contains 16 stories that chronicle the history and culture of the Cheyenne people. Intended for grades 3-8, the stories present an alternative viewpoint on historical events and thus provide a more balanced understanding of the Cheyenne and other Native peoples. The stories are told chronologically, from creation to the present, as seen through the eyes of Old Nam Shin (grandfather) and a young girl named Shadow. Story themes include Cheyenne beliefs; "How the Animals and Other Things Came to Be"; "How the Cheyenne Got Horses"; "Stories of Magic and Medicine Men"; "History and Heroes"; the war with the U.S. Army; defeat and destruction of the buffalo; and imprisonment of 31 Cheyenne warriors in Fort Marion, Florida. The book also includes discussion questions and class activities with each story, as well as vocabulary in English and Cheyenne, recommended additional readings, photographs, maps, and an index. Contains 46 references. (SV)

ED 418 838 SE 059 846

Andrews, Elaine; Camozzi, Anne; Puntenney, Pam
Action Models in Adult Environmental Education. Proceedings and Summary of the North American Association for Environmental Education NAAEE : Nonformal Section Workshop (St. Paul, Minnesota, September, 1991).
PUB DATE- 94
NOTE- 61p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Education; Citizen Participation; Educational Research; Educational Theories; *Environmental Education; *Futures (of Society); *Learning Strategies; Lifelong Learning; Models; Postsecondary Education; Workshops

Resource teacher lessons also provide interdisciplinary links with physical education and music. The lessons taught by the classroom teacher are separated by grade level. Prekindergarten focuses on the five senses, kindergarten learns about nutrition, first grade focuses on safety, second grade reviews playground safety and dental care, and third grade examines fire safety. Details for staging a health fair and for implementing a health tip of the week strategy are also provided. (DDR)

ED 418 857 SE 061 331

Morrell, Patricia D.; Andrews, Gail Glick
Factors Affecting Undergraduate Women's Consideration of Graduate Study in Science.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Educational Experience; Females; *Graduate Study; Higher Education; Majors (Students); *Science Education; *Student Attitudes; *Undergraduate Study

This study focused on female undergraduate students considering graduate study in the sciences in an attempt to identify their critical attitudes and concerns. Of particular interest were the factors that women felt contributed to their interest and success in the sciences up to that point, and the barriers they perceived they needed to overcome in continuing their studies. Eighty-six women completed a survey containing seven open-ended questions. The data were grouped into five subheadings: longevity of science interest and influential people, career plans and mentors, challenges and rewards of a science career, factors affecting educational decisions, and needs for additional information. The findings of this study may be used to provide insights to science educators at all levels and to career counselors regarding what interventions might be developed and implemented to increase the participation of women in science careers. Contains 24 references. (DDR)

ED 418 858 SE 061 332

Chang, Chun-Yen; Mao, Song-Ling
The Effects of an Inquiry-Based Instructional Method on Earth Science Students' Achievement.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Standards; Action Research; *Earth Science; Educational Strategies; Foreign Countries; *Hands on Science; *Inquiry; Lecture Method; Science Curriculum; Science Tests; Secondary Education; Secondary School Students; *Student Evaluation
IDENTIFIERS- Taiwan

This study examined the effects of an inquiry-based instructional method on secondary school students' achievement in earth project revealed overwhelming support. An appendix contains descriptive statistics and summary analysis of variance tables. (Contains 12 references.)(PVD)

ED 418 878 SE 061 360

Kelly, Gregory J.; Chen, Catherine
The Sound of Music: Experiment, Discourse, and Writing of Science as Sociocultural Practices.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 98
NOTE- 69p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acoustics; Classroom Research; Communication (Thought Transfer); *Discourse Modes; *Educational Anthropology; Ethnography; High Schools; *Physics; *Sociolinguistics
IDENTIFIERS- *Culture of Science

This paper examines the oral and written discourse processes in a high school physics class and how these discourse processes are related to sociocultural practices in scientific communities. The theoretical framework is based on sociological and anthropological studies of scientific communities and ethnographies of classroom life. The use of discourse analysis as a methodological orientation in science education is reviewed and a logic-of-inquiry framing is provided to show how discourse analysis was used in the ethnographic research. The ethnographic analysis showed that, through students' participation in creating scientific papers on the physics of sound, their appropriation of scientific discourse was related to the framing activities of the teachers and the social practices established over time in the classroom. Textual analysis of the student papers focused on how they used evidence to make claims. The lessons learned from participating in the classroom of these students are explored. (Contains 80 references and 10 figures.) (PVD)

ED 418 879 SE 061 361

Science Feedback 3. 5-14 Links.
PUB DATE- 98
NOTE- 27p.; For related document, see SE 061 364.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Environmental Education; Foreign Countries; *Rating Scales; Science Education; *Scores; *Sex Differences; *Student Attitudes; *Student Evaluation; Tests
IDENTIFIERS- *Scotland

This publication presents information derived from the fourth Assessment of Achievement Programme (AAP), a survey of students' attainment in science (Scotland, 1996). The main AAP objectives are to describe national levels of attainment and to provide evidence of changes in these levels over time. This booklet was developed primarily as an information resource for teachers to serve as a tool for improving teaching and learning. Assessment tasks were used with a sample of students at three stages: (1) Primary 4; (2) Primary 7; and (3)

Educational Planning; *Educational Policy; Functional Literacy; *Futures (Of Society); *Global Education; *Politics of Education; Primary Education; Resource Allocation

This book results from a three-year exploration of how to provide a new outlook on how all societies should move towards a "necessary Utopia" in which no one's hidden talents are left untapped. The report builds on the four foundations of education: (1) learning to live together; (2) learning to know; (3) learning to do; and (4) learning to be . The report examines basic education as an absolute priority and underlines the pivotal role of secondary education in the learning process of young people and social development. The central role of teachers and the need to improve their training, status, and conditions of work is particularly stressed, as well as the use of technology in the service of education through adequate training for later use at work and in daily life. Guidelines are proposed for educational renewal based on strategies of education reforms which take into account broad-based concerted efforts and increased responsibility and involvement of all partners at every level. The report closes with a strong plea for more resources to be devoted to education and for strengthening international cooperation to meet the challenges of a fast-changing world. The book includes an introduction, three parts divided into seven chapters, and an epilogue. The introduction is entitled "Education: The Necessary Utopia." Part 1, "Outlooks," contains: (1) "From the local community to a world society"; (2) "From social cohesion to democratic participation"; and (3) "From economic growth to human development". Part 2, "Principles," includes: (1) "The four pillars of education"; and (2) "Learning throughout life." Part 3, "Directions," offers: (1) "From basic education to university"; (2) "Teachers in Search of new perspectives"; (3) "Choices for Education: the political factor"; and (4) "International cooperation: educating the global village." The epilogue offers separate essays by panelists. Appendices include: an article on the work of the Commission; a list of the members of the Commission; the mandate of the Commission; a list of distinguished advisors; the Secretariat; Commission meetings; a list of individuals and institutions consulted; and a follow-up. (EH)

ED 418 903   SO 028 235

Lopez, Alejandro
Hispanic Folk Arts and the Environment: An Interdisciplinary Curriculum Guide. A New Mexican Perspective.
PUB DATE- 96
NOTE- 62p.; Translated by Alejandro Lopez. Photographs may not reproduce clearly. Videotape (29 minute running time) and colorplates not available from EDRS.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Architecture; *Art Education; Built Environment; Elementary Secondary Education; *Folk Culture; Geography; *Hispanic Americans; Interdisciplinary Approach; Social Studies; State History
IDENTIFIERS- Folk Art; *Hispanic Arts; *New Mexico

This interdisciplinary, bilingual curriculum resource, contains a 29-minute videotape program, 20 colorplate posters, and a curriculum guide. The resource presents an examination of the folklife and folklore expressions of the Hispanic people of New practices are designed to diminish teachers' anxieties by providing behavioral intervention when working with identified students. Awareness of the practices can benefit teachers, even if a one-on-one approach is not possible. The most effective practices the TSSs found are: preparing a focus to meet the students' educational needs; establishing certainty in rewards and reinforcement; maintaining consistency in the environment and expectations; providing a variety of materials to improve academic performance; and developing a shared language for communicating with the student. An example of a student incentive chart is attached. (Contains 14 references.) (Author/SM)

ED 418 923 SP 037 887

Baker, Thomas E.
Learning from Follow Up Surveys of Graduates: The Austin Teacher Program and the Benchmark Project. A Discussion Paper.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 25-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Beginning Teachers; Classroom Techniques; Elementary Secondary Education; *Graduate Surveys; Higher Education; Preservice Teacher Education; Principals; Teacher Attitudes; *Teacher Effectiveness; Teachers; *Teaching Skills
IDENTIFIERS- Austin College TX

This paper describes Austin College's (Texas) participation in the Benchmark Project, a collaborative followup study of teacher education graduates and their principals, focusing on the second round of data collection. The Benchmark Project was a collaboration of 11 teacher preparation programs that gathered and analyzed data comparing graduates of 4- and 5-year programs and provided each program with data for program assessment. In 1996, Benchmark institutions surveyed their 1991-1995 graduates and principals of those who were teaching. Data from the Austin Teacher Program (ATP) indicated that recent ATP graduates continued to enter the profession at higher rates than all Benchmark respondents. They expressed greater satisfaction with their career decision. They rated the value of the early field experiences far higher than did their counterparts. ATP graduates rated their teacher education program significantly higher than did the sample. They considered portfolio experience considerably less useful, and they rated their effectiveness lower than did their counterparts. The average rating for ATP students by principals on teaching effectiveness was very high (and consistently higher than for their counterparts). Principals thought more highly of graduates' classroom management ability than the graduates themselves. (SM)

ED 418 924 SP 037 888

Baker, Thomas E.
Who Should Control Teacher Education? Lessons From England.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Dallas, TX, February 15,

PUB DATE- 96
NOTE- 99p.; Papers presented at the Annual Research Forum (Winston-Salem, NC, December 1996).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Career Choice; Cheating; Cognitive Style; Computer Assisted Instruction; Discussion (Teaching Technique); English Instruction; Ethics; Genetics; Geography Instruction; Intermediate Grades; Knowledge Level; Literature; Mathematics Instruction; Middle Schools; Reading Instruction; Science Education; Secondary Education; Sex Bias; Sex Differences; Student Behavior; Student Participation; *Teacher Expectations of Students; *Teacher Student Relationship; Teaching Methods; Womens Education; Writing Skills
IDENTIFIERS- North Carolina; Problem Based Learning; Single Sex Classes

The 19 papers presented at Wake Forest University's 1996 Annual Research Forum (Winston-Salem, North Carolina) are as follows: "Initiating and Facilitating Discourse: An Examination of Methods of Four Secondary English Classrooms" (Stella Katherine Beale); "Cheating: Beliefs and Habits" (William Clark); "English Instructional Methods and the Effect on Student Literature Study" (Stuart Alan Egan); "Teaching with the History of Mathematics" (Carol Beth Findley); "Grammatically Speaking: Understanding the Errors of Basic Writers" (Katherine Elizabeth Fisher); "Technology in the Mathematics Classroom" (Tucker D. Grace); "Literature: Teacher's Purpose of Instruction" (Brad S. Hayn); "What Do You Want to Be When You Grow Up?" (Nikki Honeycutt); "Women and Girls in the Single-Sex Social Studies Classroom" (Lori A. Kalisz); "Teachers' Expectations: Implicit and Explicit Communication in the Classroom" (Ashley Martin); "Student Participation in the Science Classroom: A Gender Issue" (Meredith K. McCullough); "What Kinds of Questions Do Teachers Ask in the Classroom and How Do Students Respond?" (Peter Milner); "Gender-Stereotypical Behaviors in High School Classrooms" (Melynda Ray-McCutcheon); "How Do Teachers Customize Their Motivational Strategies?" (Eileen M. Rohmer); "Problem-Based Learning and Student Ability Level" (Ryan Stattenfield); "The Effect of Teacher Prompts on Gender and Comprehension" (Olivia Michelle Utley); "Using the Weather Channel as a Teaching Tool for Geography" (Heather Sherae Wable); "Learning Style Perceptual Strengths in the Mathematics Classroom" (Laurie Walton); and "Exploration of Student Knowledge of Ethical Issues in Genetics" (Aaron Sidscott Wever). (Papers contain references.) (SM)

ED 418 942 SP 037 907

McCoy, Leah P., Ed.
Studies in Teaching.
PUB DATE- 97
NOTE- 156p.; Papers presented at the Annual Research Forum (Winston-Salem, NC, December 1997).
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Beginning Teachers; Biology; Citizenship Responsibility; Computer Assisted Instruction; Current Events; Discussion (Teaching Technique); *Elementary Secondary Education; English (Second Language); Error Correction; Grammar; Group Discussion; Journal Writing;

be interpreted not as negative interdependence, but as a way for children to construct new meaning in the group situation. The observations were conducted in 33 elementary classes that used team learning. Group assessment differentiated results according to: (a) problem-solving strategies; (b) the types of interactions; and (c) declarative, procedural, and contextual knowledge. In-group plagiarism was noted in all 33 classes and inter-group plagiarism and the perceived quality and creativity of verbal production. Although plagiarism did not make a difference to declarative and procedural learning, it was linked to high levels of prior knowledge and enhanced past experiences in creative ways. (Contains 6 figures, 3 tables, and 77 references.) (Author)

ED 418 960 SP 037 926

Sullivan, Keith, Ed.
Education and Changes in the Pacific Rim: Meeting the Challenges. Oxford Studies in Comparative Education Series.
PUB DATE- 98
NOTE- 269p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022)
DESCRIPTORS- Conservatism; *Educational Change; Educational Legislation; *Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; *Indigenous Populations; Maori (People); *Politics of Education; Preservice Teacher Education; Rural Schools; Teachers
IDENTIFIERS- *Pacific Rim

This book on education and challenges in the Pacific Rim contains 12 papers as follows: "Introduction: Education Issues in the Pacific Rim" (Keith Sullivan); "We Can Change Tomorrow by What We Do Today: Aboriginal Teacher Education in Canada" (Lynn McAlpine); "Judging Education: Implications of the Canadian Charter of Rights and Freedoms" (Jonathan L. Black-Branch); "Under the New Hegemonic Alliance: Conservatism and Educational Policy in the United States" (Michael W. Apple); "Training Rural Teachers in the Peruvian Andes" (John Wolforth); "Issues for Education in the South Pacific: Education and Change in the Kingdom of Tonga" ('Ana Koloto); "The Great New Zealand Education Experiment and the Issue of Teachers as Professionals" (Keith Sullivan); "Maori Education: Looking Back to the Future" (Kathie Irwin); "From Corporate to Supply-Side Federalism? Narrowing the Australian Education Policy Agenda" (John Knight and Merle Warry); "The Little Asian Tigers: Identities, Differences and Globalisation" (Anthony Sweeting and Paul Morris); "State Policy on Innovations for Education: Implications and Tasks for Japan" (Shin'ichi Suzuki); and "The Metamorphosis of China's Higher Education in the 1990s" (Limin Bai). (Papers contain references.) (SM)

ED 418 961 SP 037 927

Middlebrooks, Sally
Getting to Know City Kids. Understanding Their Thinking, Imagining, and Socializing.
PUB DATE- 98
NOTE- 163p.; Foreword by Eleanor Duckworth.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Black Students; Childrens Games; Coping; Elementary Education; Elementary School Students; Hispanic Americans; Low

them a subset of the same questions included in the original interview. Statistic produced by comparing the original and reinterviews estimate the consistency of reporting. In the NHES:95 reinterviews, discrepancies between some of the original interview questions and the reinterview questions were reconciled. Reinterviews were completed with 1,109 cases. For most survey questions, the reporting was consistent, and only a few modifications need to be considered for future surveys. However, for questions associated with barriers to AE participation, more problems were identified. The greatest discrepancies were for questions about work-related activities and personal development courses. The reconciliation of the responses to the original interview and reinterview did not give much information about response bias for the questions, but the results did generally support the use of the reinterview as an independent replication of the original interview. (Contains 9 tables, 1 exhibit, and 10 references.) (SLD)

ED 418 979   TM 028 258

Ross, J. Michael
Nested Structures: District-Level Data in the Schools and Staffing Survey. Working Paper Series.
PUB DATE- 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Elementary Secondary Education; *Error of Measurement; *Evaluation Methods; Interviews; *National Surveys; Responses; Sampling; *School Districts; Statistical Bias; Telephone Surveys
IDENTIFIERS- *Nested Data; *Schools and Staffing Survey (NCES)

This paper presents a number of arguments for the increased importance of within-state district-level data in systematic assessments in the organizational structure of schools as educational institutions. The major question is whether the Schools and Staffing Survey (SASS) should shift its focus toward more macro-institutional district level processes rather than toward more micro-organizational classroom instructional models. Arguments are derived from a review of sociological theories as applied to the organization of education in the United States, a critical review of the 1993 SASS district-level survey, the increasing importance of student school choice, and recent policy research. The current and future utility of the SASS is derivative of relatively new state education reforms. The only comparative state data on the organizational status of districts and schools comes from the SASS. States have chosen not to abolish the local school district, and only under extreme circumstances do states administer districts with state personnel. The only way to be informed about reform effects in school districts is to review their implementation at the district level in each state, something the SASS can do well. An appendix lists district and state SASS samples by state. (Contains 30 references.) (SLD)

ED 418 980   TM 028 259

National Postsecondary Student Aid Study: 1996 Field Test Methodology Report. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 96

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitudes; Competition; Foreign Countries; *Measurement Techniques; *Quality of Life; Selection; *Social Systems; *Time
IDENTIFIERS- Sweden; *Topometrics

The purpose of this paper is to explain how the Swedish citizen has developed his (or her) judgment concerning quality of life, attributable to real and simulated civilizations. It builds on a previous research report (B. Bierschenk, 1997) about three model societies that have been studied with the assumptions that: (1) competition implies selection; (2) selection implies independence; and (3) independence implies success. In this article it is shown that "certainty in preferential judgment" (judgment of life quality) constitutes a behavioral expression of survival competence. With a focus on the demonstrative definition of competence as development at the edge of competition and success, the study has generated two topographically derived scales. One is a time scale (T1) that is local and measures ecological variation. The other is a time scale (T2) that is global and measures evolution. (Contains 2 tables, 12 figures, and 8 references.) (Author/SLD)

ED 418 999 TM 028 294

Li, Yuan H.; Lissitz, Robert W.
An Evaluation of Multidimensional IRT Equating Methods by Assessing the Accuracy of Transforming Parameters onto a Target Test Metric.
PUB DATE- 98
NOTE- 48p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Diego, CA, April 12-16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Equated Scores; Estimation (Mathematics); *Item Response Theory
IDENTIFIERS- Item Parameters; *Multidimensional Approach

The metric of the multidimensional item response theory (MIRT) item parameter estimates is usually referred to as reference axes that are orthogonal and of unit length. This is due to the fact that most MIRT parameter estimation programs solve the identification problem by requiring that multidimensional abilities be distributed as multivariate normal distribution, N (0, I). Under this circumstance, the equated group's reference system can be transformed into the base group's reference system by a composite transformation: an orthogonal procrustes rotation, a translation transformation, and a single dilation. Based on this composite transformation, three sets of MIRT equating methods have been developed and evaluated in this study. The results indicate that the best MIRT equating method is an unbiased, effective, and consistent estimator producing accurate transformation parameter estimates when the errors in the estimation of item parameters were purposely manipulated. In addition, this MIRT equating method is capable of successfully recovering parameters, especially for the item parameters, under well-fitting model conditions. (Contains 17 figures, 4 tables, and 35 references.) (Author/SLD)

ED 419 000 TM 028 296

Terwilliger, James S.
Portfolios and Classroom Assessment: Some Claims and Questions.

ED 419 020 TM 028 326

Headcount, Semester Hours, and GPA Report. Summary. Oklahoma High School Indicators Project.
PUB DATE- 97
NOTE- 76p.; For related report on American College Testing Program scores, see TM 028 327.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *College Freshmen; *Educational Attainment; Grade Point Average; *High School Students; High Schools; Higher Education; *Student Characteristics
IDENTIFIERS- *Educational Indicators; *Oklahoma; Oklahoma State Regents

As part of the State Regents' cooperative effort with the Oklahoma State Department of Education to provide measures, or indicators, of educational performance, the High School Indicators Project has produced this report. It provides one way of assessing the educational performance of first-time, entering freshmen who have gone directly to college from high school. It is an indicator of the adequacy of their educational preparation. The report gives the academic year headcount, the semester hour total, and the grade point average (GPA) (in college) for entering freshmen who are 17, 18, or 19 years old. For each county, district, and high school site the total headcount, semester hours, headcount number and percent by GPA, and semester-hours number and percent by GPA are provided by each public institution of higher education in Oklahoma and each higher education tier. Because of this detailed information, the full report is over 1,000 pages long. This summary in chart form presents information by site and county. (SLD)

ED 419 021 TM 028 327

Mean ACT Composite Score by Oklahoma High School Site. Oklahoma High School Indicators Project.
PUB DATE- 97
NOTE- 48p.; For related report on headcount, semester hours, and grade point average, see TM 028 326.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *College Entrance Examinations; *High School Graduates; High Schools; *Scores; Tables (Data); *Test Results
IDENTIFIERS- ACT Assessment; *Educational Indicators; *Oklahoma; Oklahoma State Regents

The Oklahoma State Board of Education and the State Regents for Higher Education produce an annual report of information from the Oklahoma Educational Indicators Program. This document, part of that effort, is a report on the mean American College Testing program (ACT) scores of Oklahoma high school seniors. The report includes ACT test takers who took the ACT as juniors or seniors graduating in 1997. County, district, and high school are listed and are followed by the high school ACT code, a computed mean ACT composite score or high school graduates, and the number of graduates who took the examination. Mean ACT scores range from 15.1 at a high school in Tulsa to 31.0 for the School of Science and Mathematics. The largest number of investigation of the educational performance, and social, cultural, and psychological adaptation of children of immigrants. Since late 1991, the study has followed the progress of a sizable sample of teenage youths representing 77 nationalities in 2 areas of high immigrant population, San Diego (California) and Miami and Fort Lauderdale (Florida). The original study interviewed over 2,500 eighth and ninth graders, children of immigrants or immigrants themselves. This study summarizes the results of the latest survey, in 1995-96. The subjects come from widely varied families with many differing characteristics. Over 90% of these children of immigrants report speaking a language other than English with their parents, but they are demonstrating a rapid shift in language use and preference, with increasing fluency in English. A pattern of rapid linguistic assimilation is consistent across nationalities and socioeconomic levels. There is also a growing ethnic awareness among these children, as they are more likely to experience racial or ethnic discrimination as they grow older. They are ambitious, and less likely to drop out of school than other students. In addition, at every grade level the children of immigrants outperform school district norms, although the gap narrows over time and grade level. Predictors of academic achievement are discussed for immigrant children. Overall, the CILS results throw additional light on the adaptational changes that children of immigrants confront in their passages to adulthood. In spite of these challenges, the overall pattern is one of noteworthy achievement. An appendix compares the East Coast and West Coast populations. (Contains 8 tables and 33 references.) (SLD)

ED 419 039 UD 032 283

Samaras, Anastasia P.; Wilson, Josephine C.
Am I Invited?: Perspectives of Family Involvement with Technology in Inner-City Schools.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *After School Programs; *Black Students; Catholic Schools; Computer Uses in Education; *Educational Technology; Elementary Education; Elementary School Students; Family Involvement; *Inner City; *Parent Attitudes; Parent Participation; Parent School Relationship; Partnerships in Education; Public Schools; *Urban Schools
IDENTIFIERS- African Americans

This article reports on an investigation of African American families' perceptions of their experiences in an after-school involvement program at two inner city schools, one public and one Catholic, in partnership with a university. A sociocultural-based program model was used to facilitate documentation of family studies and to prepare preservice teachers in working with inner-city families. Using a semistructured interview and secondary data sources, five conceptual categories were constructed to form the study's interpretive themes of families' perspectives of involvement: (1) traditional invitations for family involvement; (2) barriers to family involvement; (3) children's outcomes; (4) the family role; and (5) a caring community. Forty-two family members participated with their children in the program, and one-quarter of frequent began to emerge, with a reading of history based on principles of cultural pluralism. In the new story of Australia, cultural differences are to be celebrated. This view emerges as the dominant content in social studies and history in school curricula by the early 1980s. (Contains 20 figures and 6 references.) (SLD)

ED 419 057 UD 032 302

Boua, Chanthou
Children of the Killing Fields: Cambodian Adolescents in New South Wales. Occasional Paper No. 19.
PUB DATE- 90
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acculturation; Adjustment (to Environment); *Adolescents; Cambodian; *Cambodians; Disadvantaged Youth; Educational Attainment; *Educational Background; English (Second Language); Foreign Countries; *Immigrants; Literacy; *Refugees; Relocation; Secondary Education
IDENTIFIERS- *Australia (New South Wales); Cambodia

This study investigates the settlement of Cambodian adolescents in New South Wales (Australia). It looks at their participation in education and employment, the effects the Pol Pot regime in Cambodia had on those who lived through it, and the identity problems that usually occur in young people as a result of migration. According to the 1986 Australian Bureau of Statistics Census, there were 5,898 Cambodians in New South Wales, and over a quarter were adolescents. Historical events have had a great impact on the settlement process of Cambodian immigrant youth. For example, most Cambodians arrived in Australia without having any formal education in Cambodia, and only haphazard courses in refugee camps in Thailand. When Pol Pot was in power almost all types of formal education were abolished, meaning that the average Cambodian immigrant youth is illiterate or only semi-literate in Khmer, and not accustomed to the formal learning environment. In addition, they suffer many psychological and physical consequences of political unrest and the Pol Pot regime. Students who arrive at the elementary level have better chances to succeed in education, while those who arrive as secondary students often find schooling unrewarding and frustrating. Dropping out often results in limited opportunities for employment. The circumstances of adolescent Cambodian immigrants to Australia were studied through interviews with 30 adolescents. Their experiences emphasize the consequences of educational deprivation in Cambodia and the refugee camps they were in before they came to Australia. In Australia, few schools offer instruction in English as a second language, placing another barrier in the paths of these students. Many of their difficulties in learning English may be traceable to the lack of literacy in the mother tongue and the failure to acquire early literacy skills. (Contains 2 tables and 42 references.) (SLD)

ED 419 058 UD 032 303

McAllister, Ian
Immigrant Social Mobility: The Determinants of Economic Success among Lebanese, Maltese, and Vietnamese. Working Papers on Multiculturalism Paper No. 22.
SPONS. AGENCY- Australian Office of Multicultural Affairs,

(ED), Washington, DC.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adjustment (to Environment); *Adolescents; *Blacks; Crime; Emotional Problems; *Mothers; Neighborhoods; *Parent Attitudes; Parent Child Relationship; Self Esteem; Urban Areas; Urban Problems; *Urban Youth
IDENTIFIERS- African Americans; Self Reliance

The association between mothers' perceptions of their neighborhoods in terms of crime, physical deterioration, and the availability of important resources and adolescent adjustment in the areas of self-reliance, self-esteem, problem behavior, and psychological distress was studied. Adolescent participants were 37 males and 48 females, all of whom were African-American. Forty-four lived in one-parent homes with their mothers; the others were from two-parent homes. A number of measures were used to measure adolescent characteristics, and both adolescents and their mothers were interviewed. Findings reveal that important features of neighborhoods (crime, physical deterioration, availability of resources) measured through their mothers' reports were associated with adolescent functioning and parent practices. The more that mothers reported that crime was a problem, the lower the adolescents' self-reliance. An outcome of living in a dangerous context may be loss of autonomy. The more mothers reported that the neighborhood was deteriorating, the lower the adolescents' self-esteem and self-reliance, and the higher the mothers' firm control of the adolescent. The more that mothers thought important resources were accessible, the higher adolescent self-reliance and self-esteem. Findings also show positive relations between mothers' acceptance and adolescent adjustment. The effects of mothers' perceptions had effects on adolescent adjustment regardless of mothers' parenting practices. Some limitations of the study are noted. (Contains 3 tables and 36 references.) (SLD)

ED 419 076 UD 032 325

Wang, Margaret C.
Serving Students with Special Needs through Inclusive Education Approaches. Publication Series No. 11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Inclusive Schools; Literature Reviews; Mainstreaming; Program Effectiveness; *Regular and Special Education Relationship; *School Restructuring; Special Education; *Special Needs Students; Synthesis
IDENTIFIERS- Pennsylvania

This paper provides a summary of the knowledge base on serving students with special needs through inclusive education approaches, and it discusses the implications for restructuring regular and special education practices for school-based implementation of inclusive education. The first section is an introduction to some of the basic assumptions underlying the concept of inclusive education. The second section is a comprehensive planning process is essential for the USF Libraries to make optimum use of technology, fulfill their collection missions, and add value to the information resources and services provided. Four key areas are articulated in this plan to guide the implementation process; the content of each of these key areas contains background information, benchmarks, appropriate standards, and selected short and long term action items. In the first area, collections and content is dealt with, and requirements for technical services are highlighted. The second section discusses interface and infrastructure, and focuses on the importance of standards. Organizational structure is addressed in the third section; institutional-wide cooperation and planning, human resources, culture shift, and staff development are dealt with in this section. The final section discusses services in the virtual library, including distance learning, staffing, instruction, current awareness services, electronic course reserves, interlibrary loan and document delivery, services to users with disabilities, and marketing. In addition, the plan includes the Virtual Library Planning Committee's methodology, a survey of peer institutions, a focus group analysis, a glossary of terms used, standards for implementation, and a list of resources. (AEF)

ED 418 705 IR 057 002

Davis, Philip; Finlay, Constance; Cosgrave, Tony; McDonald, Peter
Cornell University Library Distance Learning White Paper.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; *Access to Information; Computer Mediated Communication; Computer Networks; *Distance Education; Document Delivery; Educational Cooperation; Higher Education; Library Collection Development; Library Funding; Library Instruction; *Library Planning; *Library Services; *Reference Services; User Needs (Information); World Wide Web
IDENTIFIERS- *Cornell University NY

This report identifies potential issues that the Cornell University Library (CUL) might face in supporting distance learning, and recommends solutions. While the precise budgetary implications are uncertain, additional resources, services, and personnel will need to be accounted for in the cost of serving distance learners. The report addresses: network access and authentication; acquisition and collection development; document services; reference and instruction services; faculty support; and the Library's relationship to other departments. Recommendations include: (1) CUL should play an active role in the development of distance learning policies; (2) CUL should develop a cost-recovery model to account for the additional resources, services, and personnel to support distance learners; (3) CUL should appoint a distance learning team composed of members from various key departments; (4) develop library-wide policies for support for distance learners; (5) develop a stronger relationship with CIT so that library computing needs are adequately supported; (6) actively promote indexing services; (7) explore proxy servers, permit servers, and related authentication technologies; (8) investigate 1-800 numbers for library services; and (9) increase development of Web-based training materials. (SWC)

ED 418 706 IR 057 003

that impact academic libraries: reorganization to improve service and workflow, burgeoning electronic publications, and budgetary constraints. The increase in electronic publications challenges ARL libraries to provide access and expand services. Topics include: survey results, organization charts, documents information on the web, library planning and policy documents and selected readings. (AEF)

ED 418 725 IR 057 026

Soete, George J.
Transforming Libraries: Issues and Innovations in Preserving Digital Information. SPEC Kit 228 and SPEC Flyer 228. Issue Number 5.
PUB DATE- 97
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; *Archives; Information Management; Information Policy; Information Services; *Information Storage; Information Technology; *Library Technical Processes; Models; *Preservation
IDENTIFIERS- Association of Research Libraries; *Digital Data; Stakeholders

The problem of preserving digital information and the strategies that are and might be employed to address it are the focus of this fifth issue of "Transforming Libraries." Twenty-one individuals involved at the technical or policy level in developing strategies for preserving digital information were interviewed. There is consensus on a number of points, including: the problem is growing faster than solutions are being worked out; often confusing is the difference between digitizing for preservation and digitizing for access, and preserving digital-only information; and more analysis of the problem, including further assessment of the technical issues, costs, options, and risks needs to be undertaken in a collaborative manner. Ten stakeholder groups who will play a role in designing and testing possible models are: researchers or originators of information; publishers; repositories; libraries and museums; the national libraries and archives who operate legal deposit programs; the cooperative service agencies; private storage providers; the scholarly associations; indexing and abstracting services; segmented market providers; and certified digital archives as proposed in a study by the Commission on Preservation and Access and the Research Libraries Group. The "Reports from the Field" section of this document features some of the varying institutional approaches to preserving digital information. (AEF)

ED 418 726 IR 057 028

Report on Legal Protection for Databases. A Report of the Register of Copyrights. August, 1997.
PUB DATE- 97
NOTE- 234p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Copyrights; *Databases; Fair Use (Copyrights); Federal Legislation; *Federal Regulation; *Information Policy; Information Technology; *Intellectual

third the per-credit-hour wage of full-time faculty. As the use of part-time faculty increases, colleges appear to be exploiting these instructors through low hourly wages and no benefits. The American economy and rapidly changing technology have also had some adverse effects on the educational system, prompting higher costs and depleting funding. Gradually, unions and state legislatures are addressing the inequitable compensation of part-timers. Hopefully, with a growing national awareness of the inadequacies of current educational funding, these inequities will soon begin to be rectified. If they're not, the state of education may pay a heavy price. (YKH)

ED 418 746 JC 980 209

Grossmont-Cuyamaca Community College District 1997-98 Legislative Program.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Administrative Policy; Articulation (Education); Community Colleges; Economic Development; *Educational Finance; *Educational Legislation; Federal Legislation; Finance Reform; Financial Support; Job Training; *School Funds; State Aid; State Legislation; *Student Financial Aid; Transfer Policy; Two Year Colleges; Welfare Recipients; Welfare Services
IDENTIFIERS- *Grossmont Cuyamaca Community College District CA

This document begins with a summary of the state and federal educational issues of access, finance, workforce and economic development, welfare reform, and administration. The legislative program follows, with further discussion on these issues. The district intends to increase access to education by providing more financial aid, eliminating physical barriers, and strengthening transfer and articulation processes. It also intends to increase funding for educational and technical improvements and support workforce training for both employees and welfare recipients. Local administration should also become more flexible and streamlined. On the federal level, the district plans to provide more grants than loans for financial aid, support loan programs and encourage charitable contributions, and maintain funding for workforce training programs. It also intends to support funding for welfare recipient education and minimize local administrative burdens. (YKH)

ED 418 747 JC 980 210

Aliff, John Vincent
Implications of the Fourteen Points of Total Quality Management (TQM) for Science Education.
PUB DATE- 96
NOTE- 8p.; Paper presented at the Annual Meeting of the Association of Southeastern Biologists (57th, Statesboro, GA, April 11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Cooperation; *Educational Improvement; *Educational Methods; Higher

references.) (EMH)

ED 418 766 JC 980 237

Santa Rita, Emilio, Jr.
Classroom and Context: An Educational Dialectic.
PUB DATE- 96
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Role; *College Administration; *College Faculty; Community Colleges; *Conflict Resolution; Educational Objectives; Faculty College Relationship; Higher Education; Institutional Mission; Interpersonal Relationship; Interprofessional Relationship; Student Needs; *Student Personnel Services; *Teacher Administrator Relationship
IDENTIFIERS- *Faculty Attitudes

This paper addresses some of the caveats that student affairs professionals and faculty members must take into account before forging a equal partnership in educating students. Each group must preserve its unique educational point of view, recognizing its identity and its worth. Student affairs people need not become more technically advanced. They must possess identifiable skills and be articulate representatives for higher education as a whole, asserting their identity in the institution. Faculty members need not become more managerial. They should be responsible and sensitive in working with their students and their course material. Faculty need to recognize the legitimacy of non-faculty roles in today's complex colleges and universities, while student affairs administrators need to respect the faculty's specialized educational mission. (Contains 13 references.) (EMH)

ED 418 767 PS 024 570

Scher, Deborah; Baker, Linda
Attitudes toward Reading and Children's Home Literacy Environments.
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cultural Differences; Cultural Influences; Early Reading; *Family Environment; *Grade 1; Literature Appreciation; Primary Education; *Reading; Reading Ability; Reading Achievement; *Reading Attitudes; Reading Habits; Reading Interests; *Reading Motivation; *Sociocultural Patterns; Student Motivation
IDENTIFIERS- *Reading Behavior

Sixty-five first graders from various sociocultural backgrounds and their parents/caregivers participated in a study designed to look at the relationship between home literacy environments and children's motivations for reading. Each child completed a Motivations for Reading interview, and parents of all children were interviewed regarding their ideas about the importance of reading, their ideas about their child's emerging literacy skills, and their quantitative estimates of the child's frequency of interactions with printed materials. The children's responses suggested that first-graders have generally positive feelings about reading, regardless of sociocultural background or the child's gender. Frequency of exposure to and interaction with printed materials did not explores spring sports, fear of failure, networking, gender-stereotyping, and dealing with grief and loss. The seventh section, "Togetherness," discusses feeling needed, surprises, snow days, and the annual Christmas letter. The eighth section, "Letting Go," discusses summer camp, the graduation dress, and a time of self-discovery. The final section provides a brief, humorous summary of the period of adolescence. (SD)

ED 418 785 PS 026 362

Tuckman, Bruce W.; Trimble, Susan
Using Tests as a Performance Incentive To Motivate Eighth-Graders To Study.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; Educational Strategies; Grade 8; *Homework; *Incentives; Junior High Schools; Middle Schools; Motivation; *Motivation Techniques; *Performance Factors; Science Education; Self Motivation; Student Evaluation; Student Motivation; *Test Use; Testing Problems
IDENTIFIERS- *Middle School Students; *Testing Effects

Forty-one middle school students in two eighth-grade classes were taught half of their science chapters in the conventional manner with homework assignments, and half of their chapters by having short classroom quizzes on each unit. Quizzes were expected to stimulate incentive motivation as a mediator between a goal object, mastery, and the responses necessary to attain that objective, effective studying. Quizzes had already proven effective with college students. Chapter mastery was measured by multiple-choice tests accompanying the textbook. Students completed the first five chapters doing homework and the second five doing quizzes, with chapter pairs matched for difficulty across condition in an equivalent time samples design. Results indicated that on the first pair of chapters, students given homework outperformed students given quizzes; on the second and third pairs, there were no differences between conditions; on the fourth and fifth pairs, quizzed students significantly outperformed homework students, the final difference reaching an effect size of almost .50. Based on the findings, it was concluded that regularly-occurring quizzes can become a motivator to study or a stimulator of self-regulatory behavior, even though initially they may not have that effect. (Contains 20 references.) (Author/SD)

ED 418 786 PS 026 390

Lipsitt, Lewis P., Ed.
The Brown University Child and Adolescent Behavior Letter, 1997.
PUB DATE- 97
NOTE- 138p.; For 1996 issues, see ED 407 163.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adolescent Development; At Risk Persons; Behavior Disorders; Child Abuse; *Child Behavior; Child Development; *Child Health; Child Neglect; Child Psychology; Childhood Needs; Corporal Punishment; Drug Abuse; Infants; Interpersonal

as socialization contexts. Three major concepts formed the framework for the study: first, the theoretical grounding of the socialization process; second, the nature of rules of interaction within a system and characteristics of rules which may apply to families and/or classrooms; and third, characteristics specific to family and classroom systems. The study explored when the socialization or rule structures are transformed from an imposition to a negotiation, and whether school and family contexts differ in appropriateness of age for negotiation and under which conditions negotiation should occur in these two contexts. The results indicate that living arrangements and race influence attitudes regarding rule negotiation in family and classroom contexts. Furthermore, the findings suggests that living arrangements, race, and gender influence differences in attitudes regarding cooperation with rules between the family and the classroom context, and at what age rule negotiation should occur in both contexts. (Contains 3 tables, 34 references, and the Authority for Rule Making Survey.) (JPB)

ED 418 803 PS 026 483

Ward, Margaret
Older-Child Adoption and the New Parents' Marriage: Interviews with Parents.
PUB DATE- 96
NOTE- 28p.; Earlier version of a paper presented at the Annual Conference of the North American Council of Adoptable Children (Toronto, Ontario, Canada, May 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Adoption; *Adoptive Parents; Children; *Emotional Adjustment; Family Environment; Family Relationship; Foreign Countries; *Interpersonal Relationship; Marital Instability; Marital Satisfaction; Parent Child Relationship; Parent Counseling; Parenting Skills; Placement
IDENTIFIERS- *Adoption of Older Children

This study examines changes in parents' marriages following older-child adoption, using in-depth interviews with seven couples prior to and following placement. The interviews indicated that parents' experiences followed similar patterns. Children's acting-out behavior and their ability to exploit parents' vulnerabilities placed stress on the marriages. The need to accommodate children's needs meant reduced time for the couple relationship and increased focus on the parent relationship. Findings also indicated that social supports permitting down time enhanced the marriage. Post-adoption marital satisfaction was also associated with fulfillment of pre-placement expectations of the spouse concerning housework and child care. Adoption emphasized both strengths and weaknesses of relationships. The findings posed implications for adoption agency practice, including: questions for the couple relationship; considerations of the time factor in new parenthood; and the nature of the couple's support systems. (Contains 33 references.) (JPB)

ED 418 804 PS 026 485

Bernstein, Sandra; Wonderlick, Mary; Madden, Drina
Finding an Appropriate Preschool for Your Child with Special Needs = Como Encontrar un Programa Pre-escolar para su nino con desabilidades.

NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; Community Planning; *Community Schools; *Educational Facilities Planning; Elementary Secondary Education; *Rural Schools; *School Community Relationship; *Small Schools

School improvement in rural places cannot succeed without attention to the rural context of learning. Most especially, smaller schools need to be preserved and sustained in rural areas, particularly impoverished communities, for the sake of student achievement and personal development. This school improvement tool suggests the character of a "good rural community school" and briefly considers the relationships among learning, community, and facility construction in rural areas. A 20-point "Rural Community Schools' Facility Checklist" is included that reflects connections to community, curriculum, and issues related to quality of life in rural places. A resources section describes 3 helpful books and 6 organizations, and contains 10 references. (SAS)

ED 418 821 RC 021 365

Vigil, James Diego
From Indians to Chicanos: The Dynamics of Mexican-American Culture. Second Edition.
PUB DATE- 98
NOTE- 341p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Acculturation; American Indian History; Cultural Exchange; Economic Factors; Elementary Secondary Education; Foreign Countries; *Hispanic American Culture; Mexican American Education; *Mexican American History; *Mexican Americans; Mexicans; *Social Change; Social Structure; *Sociocultural Patterns
IDENTIFIERS- Chicano Studies; *Chicanos; *Cultural Change; Ethnohistory; Mexican History; Mexico; United States (Southwest)

With large-scale immigration in the last 20 years and a high birth rate, Chicanos now comprise the second-largest minority in the United States. This ethnohistorical account attempts to unravel the multiple heritages and influences shaping Chicanos from pre-Columbian Mexico to present-day United States. The book focuses on questions of land, labor, and wealth, especially as they involved struggles with Europeans and their descendants that transformed indigenous peoples into peasants. As people's relationship to the land changed and control over their labor shifted, the peasants were further displaced and became migrants and immigrants. A model of sociocultural change that focuses on class, culture, color, contact, conflict, and change is used as a framework to understand the structure and evolutionary transformation of the social order in each of four stages: the pre-Columbian period (30,000 B.C. to 1519 A.D.), the Spanish colonial era (1521-1821), Mexican independence and nationalism (1821-1846), and the Anglo-American period (1846-1960s). Religious, political, economic, and educational influences on the social order are also discussed. The conclusion reflects on the legacies of the past and their implications for the future of the unique multicultural Chicano

Adults are the voters and citizen actors of today yet environmental educators have neglected to consider adult education as an area which requires special educational strategies. In this hands-on workshop participants reviewed adult education theory, practiced various learning strategies, and evaluated model programs that work. Program topics include: (1) Adult Education Program Planning and Design; (2) Preview of Adult Environmental Education; (3) Developing Criteria for Successful Adult Environmental Education Programs; (4) Research about Adult Environmental Education; and (5) Adult Environmental Education Case Studies. The program planning session covers such issues as steps to planning and critical factors conducive to adult learning. In the preview of adult environmental education, workshop participants designed educational solutions to sample environmental education problems based on adult education theory. Adult environmental education case studies include a noncredit environment course for adults, workplace education projects, decision maker leader training, and building collaborative partnerships in community environmental education. Contains a 205-item bibliography arranged by subject. (PVD)

ED 418 839 SE 061 191

Hastings, Nancy Baxter; Rossman, Allan
Workshop Mathematics: Using New Pedagogy and Computers in Introductory Mathematics and Statistics Courses.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Calculus; *Computer Uses in Education; *Course Descriptions; Educational Technology; Elementary Secondary Education; Higher Education; *Introductory Courses; *Mathematics Instruction; *Statistics; Teaching Methods; Thinking Skills

This report describes a workshop on developing a set of three introductory mathematics courses using new pedagogical techniques and computer technology. The courses provide underprepared students with multiple entry points into the study of mathematics and serve as a gateway for students' continued study of mathematics. These workshop courses in quantitative reasoning, statistics, and calculus abandon the traditional lecture approach in favor of an interactive format in which students work collaboratively on activities designed to help them explore and discover mathematical ideas for themselves. This document contains an executive summary detailing the project overview, purpose, background and origins, project description, evaluation/project results, and conclusions. (ASK)

ED 418 840 SE 061 206

1996 NAEP Comparisons of Average Scores for Participating Jurisdictions. Findings from the 1996 Mathematics Grades 4 and 8 and Science Grade 8 Assessments.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 5p.; Charts are in color.

science. Students (N=232) were treated as two experimental groups, one receiving 2 weeks of the inquiry-based instruction while the control group received the traditional lecture-type instruction. Data were analyzed employing an analysis of covariance (ANCOVA) on posttest scores with a pretest as the covariate. The results indicated that students who were taught using the inquiry-based instructional method scored significantly higher than those who were taught with the traditional lecturing approach. In addition, a significant improvement in the achievement test at the comprehensive- and integrated-level test items was accomplished. Contains 31 references. (DDR)

ED 418 859   SE 061 334

Lin, Huann-shyang
Promoting Pre-service Science Teachers' Understanding about the Nature of Science through History.
SPONS. AGENCY- Taiwan National Science Council, Taipei.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chemistry; College Curriculum; *Educational Strategies; Elementary Secondary Education; *Epistemology; Foreign Countries; Higher Education; *Preservice Teacher Education; *Science History; Scientific Methodology; *Teacher Education Curriculum
IDENTIFIERS- Taiwan

Identifying the benefit of teaching chemistry through history was the goal of this study that used a quasi-experimental design based on the method of action research. Two groups of students in the last 2 years of a teacher preparation program participated in the study with one group receiving instruction on how to develop and teach chemistry through the history of science and the control group using standard practices. A comparison was made between the two groups regarding their understanding of the nature of science. The results of the analysis of covariance reveal that the experimental group outperformed the control group. Additional data analysis strategies indicate that the experimental group had a better understanding of creativity, the theory-based nature of scientific observations, and the function of theories. Contains 23 references. (DDR)

ED 418 860   SE 061 335

Fetters, Marcia K.
Confronting the Barriers of Moving from "Doing Science" To "Teaching Science" or "I Can't Believe How Much Work All of This Is...": Moving from Doing Science To Teaching Science.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998). Paper contains broken and missing type on pages 17-18, and 20.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Secondary 2. The tasks were matched against Strands, Targets and Levels from the science component of National Guidelines for Environmental Studies. In this way the performance of students at different levels could be assessed in the five Strands: (1) Knowledge and Understanding; (2) Planning; (3) Collecting Evidence; (4) Recording and Presenting; and (5) Interpreting and Evaluating. Averaged scores are presented by grade for each strand. Gender-related differences are analyzed as well. Results from a pilot study portion of the 1996 survey to investigate students' attitudes towards science and learning science are also included. Scores are analyzed and results summarized under a Key Findings heading for each strand, for gender differences, and for attitudes to learning science. Results of a questionnaire sent to all participating schools are also presented. A list of questions on teaching and learning issues is provided for reflection and discussion. (PVD)

ED 418 880 SE 061 362

Alamaki, Ari
Technology Education in Elementary School: Why and How?
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the International Technology Education Association (60th, Fort Worth, TX, March 8-10, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructivism (Learning); Elementary Education; *Elementary School Science; Foreign Countries; Hands on Science; Learning Strategies; *Problem Solving; Science and Society; Skills; *Student Interests; Teaching Methods; *Technological Literacy; *Technology Education
IDENTIFIERS- Finland

This paper discusses using technology education in the elementary school to encourage innovation and adaptation, technological literacy, and creative problem solving. Technology education is seen based on hands-on activities where pupils make things and become familiar with their technological environment. The hands-on activity should evolve like the creative problem-solving process, which begins with an idea and ends with a product or solution via searching, trying, and realizing. If hands-on science is reviewed in a larger context than merely arts or aesthetics, one can learn to understand how man creates his technological world. If technology education is viewed from the viewpoint of students, one notices that students must be taught the knowledge, skills, readiness, and values which they will need later in life. Postmodern society and economic life will require young adults to have the capacity for innovation and adaptation, technological literacy, and creative problem-solving skills. Includes an example of teaching about different transportation systems in order to plan production of water vehicles. (Contains 18 references.) (PVD)

ED 418 881 SE 061 365

Haslam, M. Bruce; Turnbull, Brenda J.; Humphrey, Daniel C.
Eisenhower Mathematics and Science Education Regional Consortia Program: Final Evaluation Report.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 98

Mexico. The focus of the curriculum is the relationship of survival-based folk activities to the region's climate, geography, natural resources, and complex weave of cultures. Lessons in the curriculum guide include: (1) Land, River and Hispanic Settlements/Tierra, Rio y Asentamientos Hispanos; (2) Building Community: The Roots of Adobe/Creando Comunidad: Las Raices del Adobe; (3) Folk Arts in the Home: Rio Grande Weaving/Artes Populares del Hogar: Tejidos, Estilo Rio Grande; and (4) Foodways of the Rio Grande/Las Comidas del Rio Grande. Each lesson unit includes an introduction, timeline, and historic background information. Individual lessons include an introduction, objectives, vocabulary, required materials, motivation, preparation and procedure, and evaluation; classroom connections to visual arts, language arts, social studies, mathematics, and science; community connections; adult resources; and a list of relevant children's books and folktales. Poster descriptions, discussion questions, a video overview, and artists' biographies conclude the guide. The videotape gives an introduction to architectural and craft traditions, and demonstrates the techniques used to create: (1) Adobe Architecture and Plastering; (2) Bultos, Carved Saints; (3) Ironwork; (4) Colcha Embroidery; (5) Weaving; (6) Retablos, Painting of Saints; (7) Woodwork; (8) Straw Appliques; and (9) Tinwork. (MM)

ED 418 904 SO 028 351

Maxey, Gale E.
Idaho Elementary Music Course of Study K-8. A Guide for Excellence in Music Education.
PUB DATE- 94
NOTE- 88p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Elementary School Curriculum; *Music; *Music Education; State Curriculum Guides; State Standards
IDENTIFIERS- *Idaho

This guide outlines content requirements needed to satisfy K-8 proficiency expectations in music in Idaho. Local school districts are to produce an instructional guide based upon the defined course of study. The brief outlines are in skeletal form allowing local autonomy in teaching the course of study. This publication includes basic goals and objectives of a music program for Idaho elementary schools. Each section (by grade level) addresses study in: (1) language and structure of music; (2) skills in performing, creating, and listening to music; (3) heritage and history of music; and (4) appreciation and evaluation. (EH)

ED 418 905 SO 028 435

Bjerstedt, Ake
Peace Education in the 1990s. A Guide to Five Conference Reports from PEC. Peace Education Miniprints, No. 84.
PUB DATE- 96
NOTE- 30p.; For a commentary on the content of the conference papers listed here, see SO 028 534.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; College School Cooperation; Educational Policy; Educational Quality; Elementary Secondary Education; Foreign Countries; Higher Education; National Curriculum; *Politics of Education; *Preservice Teacher Education
IDENTIFIERS- *England

This paper discusses changes in England's teacher education, using data from interviews, literature, and observation. The research examined how teachers and teacher educators responded to sweeping changes imposed on schools and education following the Education Reform Act of 1988. Both the United States and England experience significant criticism of teachers and teacher education from elected officials and the press. The British government has increased its control of teacher education over the past 2 decades. There are efforts to move teacher education responsibility from universities to schools. The National Curriculum dictates about 80 percent of the content in primary and secondary schools. Its increased emphasis on math, science, and design technology has schools of education struggling to catch up. The recent Labour government brought little change in education policies created by the Conservative government. However, it endorsed the Teacher Training Agency's role in setting benchmark standards to initial teacher training. U.S. educational policymakers can learn many lessons from England's experience, and they must reexamine several notions e.g., that they can improve teacher education by merely enacting prescriptive, restrictive laws; raise teacher quality by moving teacher training into schools; candidates will flock to teaching if it is easier to bypass university-based teacher education; and carrot-and-stick funding motivates true improvement in education. They must showcase successful grassroots efforts toward reform and collaboration, and they should realize that mandated change has repercussions on the educational system. (Contains 28 references.) (SM)

ED 418 925 SP 037 889

Bomia, Lisa; Beluzo, Lynne; Demeester, Debra; Elander, Keli; Johnson, Mary; Sheldon, Betty
The Impact of Teaching Strategies on Intrinsic Motivation.
PUB DATE- 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Learner Controlled Instruction; *Self Motivation; *Student Motivation; Student Participation; *Teacher Influence; Teacher Responsibility; Teaching Methods

This paper examines intrinsic motivation by reviewing various motivational theories and models and discussing whether research supports the hypothesis that teaching strategies can influence intrinsic motivation. Intrinsic motivation, also known as self-motivation, refers to influences that originate from within a person which cause a person to act or learn. This includes self-concept, self-esteem, self-satisfaction, personal

Mathematics Education; Multiple Intelligences; Oceanography; Poetry; Prereading Experience; Science Education; Scores; Second Language Instruction; Sex Differences; Speech Skills; Student Attitudes; Teacher Student Relationship; *Teaching Methods; Whole Language Approach; Writing Instruction

IDENTIFIERS- North Carolina; Passive Learning

The 30 papers presented at Wake Forest University's 1997 Annual Research Forum (Winston-Salem, North Carolina) are as follows: "To Sprint or Crawl: The Effect of Classroom Activities on Student Behavior: (R. Allen); "Generating Good Grammar: Traditional and Whole Language Approaches" (D. Alexander); "Effective Teaching Methodologies for ESL Students Learning Secondary Science: Recommendations from the Field" (B. Bautista); "Problem Solving Abilities of Advanced Mathematics Students" (A. Bloom); "The Effects of Writing to Learn on Student's Test Scores" (C. Bolt); "Ocean Knowledge and Attitudes of North Carolina High School Students: Do Coastal Students Know More?" (B. Burkhalter); "Error Correction in the Foreign Language Classroom" (N. Chremos); "The Effect of Database Use on Secondary Achievement and Attitude" (A. Clifton); "Adding Relevance to Poetic Concepts through Modern Song Lyrics" (S. Cooney); "Political Efficacy: Factors Contributing to Civic Confidence" (J. Craig); "Applying Multiple Intelligences Theory in the Elementary Foreign Language Classroom" (S. Decker); "Individual Response Journals vs. Group Response Journals" (K. Else); "What Motivates Academic Achievement?" (C. Gaskell); "High School Students' Perspectives on Good and Bad Teachers" (C. Goodgame); "Controlled Chaos? Teachers' Questions and Students' Behavior in Large Group Discussions" (K. Greene); "Teacher Control and Release and Student Attention" (P. Gruber); "Teaching as Situational Art: An Exploration of Questioning and Analogy in the Secondary Mathematics Classroom" (C. Gupton); "Do Textbooks Stimulate Students? Student Attitudes toward High School Biology Textbooks" (E. Herrin); "Class Discussion: What Helps. What Hurts" (L. Huntley); "Foreign Language Study in High School: Is Two Years Enough?" (R. Jeremiah); "Enhancing Social Studies Learning: What Students Prefer" (L. Martin); "The Role of Current Events in the Social Studies: An Assessment of Student Attitudes and Lesson Composition" (J. McEnaney); "Prereading: What Works?" (T. Moffitt); "Writing Instruction Approaches in the High School English Classroom and Students' Writing" (K. Osterhaus); "Surveying Students' Opinions about Dissection and the Influence of Animal Rights Groups and/or Marketing of Non-Animal-Tested Products" (A. Searle); "The Effects of Race and Gender on Students' Perceptions of Social Studies" (D. Shabazz); "Facing the Hurdles: Perspectives of First-Year Mathematics Teachers" (L. Tyler); "Testing What You Teach: Speaking Skills in the Foreign Language Classroom" (E. Waters); "Teaching Methodologies for Special Needs Students in the Foreign Language Classroom" (E. West); and "Passive vs. Active Learning: A Qualitative Study" (J. Zeichner). (Papers contain references.) (SM)

ED 418 943 SP 037 908

Thayer-Bacon, Barbara J.; Pack-Brown, Sherlon
Collaboration: Diverse Voices and Contributions.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Income Groups; Minority Group Children; *Play; Poverty; Urban Culture; Urban Teaching; *Urban Youth
IDENTIFIERS- New York (East Harlem)

This study of six urban children ages 8-12 years challenges the prevailing misconception that poor city children are troubled, passive, and unintelligent. The research involved interviewing children about how and what they played and having them discuss drawings that they made about play. Guided by these children, who live in New York's East Harlem, the book goes behind the scenes to unveil the breadth and depth of their curiosity, industry, and imagination. The children show how, through play, they imagine and build new worlds. After describing the six children and discussing research on children's play, the book examines the approaches used to enter into the three-dimensional structures the children built. Next, it describes what the children do and how they plan. The study showed that the children took their play seriously, they gave friendship great significance, and they imagined and constructed complex worlds in which they authored scripts, built and managed sets, and acted as the stars. The book concludes with practical suggestions to help city teachers in their attempt to get to know city children (e.g., create rich environments, let children participate actively, and teach by listening). An appendix presents details of the study. (Contains approximately 65 references.) (SM)

ED 418 962 SP 037 928

Cavanagh, Robert F.; Dellar, Graham B.
The Development, Maintenance and Transformation of School Culture.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; Cooperative Planning; *Educational Environment; Educational Improvement; Foreign Countries; High Schools; Leadership; *School Culture; Secondary School Teachers; Teacher Collaboration; Teaching Conditions; Values
IDENTIFIERS- *Australia (Western Australia)

This paper describes a study that investigated Western Australian senior high schools' cultures. Researchers developed the School Cultural Elements Questionnaire to examine six aspects of school culture: professional values, emphasis on learning, collegiality, collaboration, shared planning, and transformational leadership. A group of 422 teachers in 8 schools completed the instrument. Also, teachers in two of the schools completed interviews designed to confirm the survey data. Researchers used the original theoretical framework and the study findings to develop the School Improvement Model of School Culture. This paper applies the model in an examination of the nature of school culture, school improvement, and educational systems change. Discussion of these matters is based on a set of propositional statements concerning: internal and external influences on cultural stability; school subcultures; school improvement and cultural growth; cultural inertia; traditional school improvement programs; cultural stimulation; systemic school improvement; and school improvement by cultural intervention. (Contains 24 references.) (SM)

NOTE- 327p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; Educational Finance; *Field Tests; *National Surveys; *Paying for College; *Postsecondary Education; Research Design; *Research Methodology; Research Problems; Sampling; *Student Costs; Tables (Data)
IDENTIFIERS- *National Postsecondary Student Aid Study

This document provides the description, summary, and evaluation of methodological procedures and results for the field test of the 1995-96 National Postsecondary Student Aid Study (NPSAS:96). Chapter 1 describes the background, purposes, and scheduled procedures of the NPSAS:96 and the unique purposes of the field test. The NPSAS is a comprehensive nationwide study to determine how students and their families pay for postsecondary education and to describe some demographic and other characteristics of those enrolled. In Chapter 2, field test design and method are described. Descriptions and overall outcomes of several stages of data collection, as well as the results of special studies, are presented in Chapter 3. Chapter 4 describes the results of a comparative evaluation of sampling design options. Chapter 5 presents evaluations of procedures used to collect information from institutions and students and parents. Chapter 6 examines issues related to the quality of the data collected, and Chapter 7 summarizes the major recommendations for changes in design for the full scale study. The field test differed in some ways from the planned full-scale study, and field test tracing, contact, and response rates are expected to improve in the full-scale study. Materials used during the field test are provided as six appendixes to the report. (Contains 6 figures and 50 tables.) (SLD)

ED 418 981 TM 028 260

1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education. Working Paper Series.
PUB DATE- 96
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Data Collection; *Early Childhood Education; Interviews; *National Surveys; Participation; *Sampling; Telephone Surveys
IDENTIFIERS- *National Household Education Survey; *Screening Procedures

The National Household Education Survey (NHES) is a data collection system of the National Center for Education Statistics (NCES) designed to address a wide range of education-related issues. It is a telephone survey of the noninstitutionalized civilian population. The 1991 NHES included two topical components: Early Childhood Education (ECE) and Adult Education (AE). The ECE component includes all children aged 3 to 8 years of age (as of December 31, 1990) and all 9-year-old children enrolled in first and second grade. For the AE component, interviews were conducted with persons who were 16 years of age and older in December 1990, and who were not enrolled in elementary or secondary school. Adults identified as adult education participants were sampled at a higher rate than adult education nonparticipants. Approximately 60,000 households were screened to identify eligible

PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Performance Based Assessment; *Portfolio Assessment; Psychometrics; Student Evaluation; Test Construction; *Test Use; Writing Evaluation
IDENTIFIERS- *Authentic Assessment

This paper traces the origins of the portfolio movement, examines the treatment of portfolios in texts and other writings on classroom assessment, and poses several questions about the use of portfolios in classrooms. Interest in portfolios as assessment devices first emerged in the literature in the field of composition and writing, but interest in portfolios evolved almost concurrently in other disciplines in the language arts. The emerging literature on portfolios has had little impact upon textbooks on classroom assessment. Several claims are made by proponents of portfolio assessment, but these cannot be accepted at face value. Portfolios, claimed to be more authentic than other forms of assessment, are not necessarily so. They may not capture intended outcomes in all fields as well as they work in language arts, and they may show a bias in favor of performance over more basic outcomes such as the acquisition of knowledge. Portfolios do not offer a more psychometrically sound basis for assessment than traditional forms of assessment. They may be based on a flawed concept of growth, and they may require an inordinate investment of time and effort on the part of teachers. Although portfolios may have value as instructional aids, it is not clear that they are useful assessment devices in all subject matter fields and at all grade levels. (Contains 22 references.) (SLD)

ED 419 001 TM 028 298

Stansfield, Charles W.
English Language Learners and State Assessments.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the Massachusetts Association of Bilingual Educators (Leominster, MA, March 4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Elementary Secondary Education; English (Second Language); Equal Education; *Language Minorities; *Limited English Speaking; Spanish Speaking; *Standardized Tests; *State Programs; Testing Problems; *Testing Programs
IDENTIFIERS- *Massachusetts

All states are addressing the problems of accommodations for English Language Learners (ELL's) in state assessment systems, but Massachusetts is noteworthy for the way in which it handles this problem. Since the early 1980s, over 40 states have created a statewide assessment program. Testing in these states is typically modeled on the National Assessment of Educational Progress. ELL's, sometimes called limited English proficient students, have traditionally been exempted from state assessments and other standardized tests. Since no data on their achievement was available, reports often provided a skewed picture of how students in schools and districts were

ACT takers was at a school in Tulsa County, with 530 graduates taking the examination. National figures from the ACT are provided for comparison purposes. (SLD)

ED 419 022 TM 028 328

Trimarco, Katherine A.
The Effects of a Graduate Learning Experience on Anxiety, Achievement, and Expectations in Research and Statistics.
PUB DATE- 97
NOTE- 38p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (28th, Ellenville, NY, October 28-30, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conferenc Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Gains; *Anxiety; Expectation; *Graduate Students; Graduate Study; Higher Education; Knowledge Level; *Research; Self Efficacy; Sex Differences; *Statistics; Tables (Data)

This study was designed to measure anxieties, expectations, achievement levels, and the mastery of research and statistics prior to and after the completion of a research methods course by 109 graduate students (85 female and 24 male). Subjects completed surveys and pretests to measure anxiety, perceptions about research and statistics, and expectations related to research and statistics. Results were consistent with the expectation that subjects reporting a greater breadth of knowledge (self-efficacy) reported less anxiety. At the end of the course, 69.4% of female students reported expectations to learn statistics in comparison with 38.8% before the class. Female students gained enough confidence to conclude that they would be able to understand and use research. No significant relationship was found between anxiety levels and gender. Appendixes contain the course syllabus, reported levels of anxiety, and the pre- and post-questionnaires. (Contains 9 tables and 13 references.) (SLD)

ED 419 023 TM 028 329

Thompson, Bruce
Five Methodology Errors in Educational Research: The Pantheon of Statistical Significance and Other Faux Pas.
PUB DATE- 98
NOTE- 102p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, Apri 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; *Effect Size; *Research Methodology; Scores; *Statistical Significance; Tables (Data); *Test Reliability
IDENTIFIERS- Stepwise Regression; *Weighting (Statistical)

After presenting a general linear model as a framework for discussion, this paper reviews five methodology errors that occur in educational research: (1) the use of stepwise methods; (2) the failure to consider in result interpretation the context specificity of analytic weights (e.g., regression beta weights, factor pattern coefficients, discriminant function coefficients, canonical function coefficients) that are part of all parametric quantitative analyses; (3) the failure to participants were males. Findings indicate that prior to program implementation, families received bureaucratic invitations to school involvement and perceived similar reasons for other families' lack of involvement. After program implementation, families reported positive outcomes for their children's learning and a sense of efficacy in helping them as they became part of a family-school learning community. The computer usage was a motivational factor for families' participation. Findings were discussed in relationship to broadening notions of family involvement and working in partnership with families, schools, and a university. Theoretical and practical implications for families, schools, and universities are discussed. (Contains 45 references.) (SLD)

ED 419 040 UD 032 284

Lockwood, Daniel
Violence among Middle School and High School Students: Analysis and Implications for Prevention. National Institute of Justice Research in Brief.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Conflict Resolution; Curriculum Development; High Risk Students; *High School Students; High Schools; Incidence; Intermediate Grades; Junior High Schools; *Middle Schools; Minority Groups; *Prevention; *School Safety; Values; Victims of Crime; *Violence
IDENTIFIERS- *Middle School Students

Violent incidents among at-risk middle school and high school students are discussed. The type and frequency of these incidents are identified, but the focus is on factors such as the relationship among the antagonists, the sequence of events and escalations, and the goals and justifications cited by the students. Information is drawn from in-depth interviews with 110 students from public schools at which the level of violence is high. The 110 students, 86 of whom were African Americans, reported 250 incidents of violence. Data show that the problem of violence is growing, as is juveniles' risk of victimization. The design of this study was chosen to provide information that can be used in the curricula of school-based conflict resolution programs. In the largest proportion of incidents, the first step was relatively minor, but escalated. About 5% eventually involved a gun. Most incidents took place among young people who knew each other, and most incidents started in the school or the home. The most common goal was retribution, followed by an attempt to bring about compliance, and self defense or defense of one's image, and justifications offered stemmed from a value system in which violence was acceptable. In adopting the findings to violence prevention programs, reducing the frequency of opening moves may be the most promising approach. (Contains five exhibits.) (SLD)

ED 419 041 UD 032 285

Pozmantier, Janet
Primary Prevention: Teaching Children Today the Parenting Skills They Will Need Tomorrow.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Canberra.
PUB DATE- 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Economic Factors; *Educational Background; *Employment Patterns; Foreign Countries; *Immigrants; Immigration; Limited English Speaking; Multicultural Education, *Social Mobility; Success; Tables (Data); Vietnamese People
IDENTIFIERS- *Australia; Lebanese; Maltese Australians

This report examines patterns of social mobility in Australia b comparing Maltese, Lebanese, and Vietnamese immigrants with an Australian-born control group. The data come from a 1988-89 national opinion survey conducted on behalf of the Australian Office of Multicultural Affairs. The survey over-sampled several overseas-born groups, with samples of 509 Maltese, 554 Lebanese, and 679 Vietnamese people compared to 1,070 Australian-born people. Findings make it clear that migration represents a major disruption to a working career, with immigrants reduced to a uniform level of job status in their early years of settlement regardless of their inherited capital or individual achievements. There were significant differences in the social mobility of the immigrant groups, especially in the impact of education and qualifications. Primary and secondary education obtained within Australia produced substantial rewards for a migrant's first occupation relative to similar education earned overseas, but was of little difference to subsequent jobs. Possession of a recognized overseas qualification was equal to or greater than an equivalent Australian qualification in influencing the status of the first job, but in the later career the Australian qualification was more important. English proficiency was of economic value only for longer-established immigrant groups, although why this was so was not clear. Attitudes toward the nature of work were very important for occupational status, and family networks had only a minor impact on mobility. (Contains 12 tables, 2 figures, and 57 references.) (SLD)

ED 419 059 UD 032 304

Fisher, Linda; Long, Jeremy
Cultural Differences and Conflict in the Australian Community. Working Papers on Multiculturalism Paper No. 11.
SPONS. AGENCY- Australian Office of Multicultural Affairs, Canberra.
PUB DATE- 91
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Conflict; *Conflict Resolution; Cultural Awareness; *Cultural Differences; Ethnic Groups; Foreign Countries; *Justice; Limited English Speaking; Program Evaluation; Racial Differences
IDENTIFIERS- *Australia; *Mediation

The Community Justice Centres (CJCs) in New South Wales (Australia) are an addition to the justice system established and maintained by the state to deal with dispute and conflict in the community. The CJCs are designed to deal with disputes, such as those between members of a family or between neighbors, where there is a continuing relationship between the people in conflict. Four centers are operating to provide disputants with

discussion of the findings from two recently completed large-scale studies on the variables that influence learning. One was a synthesis study that began with a meta-review and synthesis of research on variables related to school learning in both regular and special education literature. Sources included 179 handbook chapters and 91 research syntheses. The extent to which findings from these sources form a consensus on the ranking of influences on school learning indicate a shared knowledge base for establishing powerful inclusive learning environments responsive to the needs of all students. The second study was a feasibility study that focused on implementing inclusive education by incorporating what works to improve student learning. Findings were examined from a large-scale study of a statewide initiative for inclusive education approaches for special needs students carried out by the Pennsylvania Department of Education. This study examined the effects of 13 widely known programs. Results from a survey of administrators and teachers participating in these programs suggest an overall positive attitude toward the implementation and outcomes of various inclusive education models. The final section is a discussion of the implications of what is known about what works toward an inclusive approach to special education delivery. (Contains 35 references.) (SLD)

Schlabach, Marty; Callais, Donna; Davis, Phil; Kehoe, Bill; Trelease, Ben
Using Technology To Improve Remote User Support: A Report from the "In Your Face" Working Committee.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; *Access to Information; Computer Mediated Communication; Computer Networks; Higher Education; Information Networks; Information Technology; *Library Development; Library Materials; *Library Planning; *Library Services; *Reference Services; User Needs (Information)
IDENTIFIERS- Cornell University NY

In July 1996, the Library Director of Cornell University's Mann Library formed a working committee to explore the technology solutions to providing a library presence with remote users. The committee began its explorations by brainstorming possible services that would utilize technology to bring the library closer to the remote user. After brainstorming ideas, a number of software/technologies were listed that could support some of the service ideas generated. Next, the feasibility of the campus network supporting the widespread use of audio and video was evaluated. Recommendations focused on: more dynamic Web pages; electronic reference document delivery; text/chat, audio and video communication; desk staff viewing and controlling user's screen; and interactive map or tour of the library. The committee's recommendations are made with the understanding that its work represents the first steps in the development of new services for remote users, but future implementation groups will be required to more thoroughly research, design, and create the products. (AEF)

Property; Legal Problems; Nonprint Media
IDENTIFIERS- *Copyright Office

This report gives an overview of the past and present domestic and international legal framework for database protection. It describes database industry practices in securing protection against unauthorized use and Copyright Office registration practices relating to databases. Finally, it discusses issues raised and concerns expressed in a series of Copyright Office meetings to create a new federal intellectual property right in databases. The report is divided into the following sections: (1) "Copyright Protection for Databases in the United States"; (2) "Database Industry Practices"; (3) "Copyright Office Registration Practices"; (4) "The International Context"; (5) "Prior Congressional Consideration"; (6) "Copyright Office Meetings"; and (7) "Issues" (including general, needs for additional protection, form of new protection, definitions, public interest users, duration, sole source data, and constitutionality). Appendices include: the Copyright Office Circular 65; European Database Directive; Proposed WIPO Database Treaty; Database Investment and Intellectual Property Antipiracy Act of 1996, H.R. 3531; and Copyright Office Database Meeting Participants. (AEF)

Education; Institutional Environment; Institutional Mission; *Science Education; Teacher Improvement; Teacher Role; *Total Quality Management; Two Year Colleges
IDENTIFIERS- *Deming (W Edwards)

The management theories of W. Edwards Deming are known as Total Quality Management (TQM) and advocate building quality into organizational processes rather than analyzing outcomes. Although TQM was originally developed for the workplace, educational reformers have been applying its principles to higher education. The original 14 points of Deming's model can be condensed into the following five points with implications for educational systems: (1) establish a moral purpose of the institution, replacing the traditional priority of "survival of the fittest" science students with an egalitarian inclusiveness; (2) use cooperative efforts instead of individual efforts, increasing the responsibilities of faculty, allowing them more time to perform functions currently done by middle management, and eliminating competition for grades and recognition; (3) stop using product inspection as a means of maintaining quality by reducing or eliminating testing, outcome-based education, and merit pay; (4) continuously improve the system and its product by replacing traditional lecture methods with active learning techniques and implementing the continuous and anonymous assessment of learning; and (5) implement employee education and self-improvement by establishing requirements to maintain tenure. As TQM is implemented in classrooms, it is important that a consensus be built among faculty and that academic freedom be preserved. Contains 14 references. (BCY)

predict differences in the child's self-reported motivation. Both African-American and European-American parents reported similar experiences for their children and similar ideas regarding their child's emerging competencies. Parents from lower income backgrounds differed from parents of middle income backgrounds in their reports of reasons for which reading is important, their ideas about their children's emerging competencies, and their reports of the children's frequency of interaction with printed materials. The results suggest that children's motivations for reading early in the first grade are consistently strong, although there are some consistent differences in the home literacy environments for these children. (Author)

ED 418 768 PS 025 250

Covey, Stephen R.
The 7 Habits of Highly Effective Families Audio System.
Audiotapes .
PUB DATE- 95
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Change Strategies; Emotional Response; *Family Attitudes; *Family Environment; *Family Life; Family Problems; Home Management; Interpersonal Competence; Marital Satisfaction; Parent Child Relationship
IDENTIFIERS- Emotional Commitment; Emotional Support

Intended to help families build rewarding relationships, this set of audio tapes communicates the importance of family, shows the role of leadership in creating "beautiful family culture," and provides a frame of reference in which to solve problems. The first of the four tapes explores the concept of principles as the foundation of family, and how changing our family paradigm or world view can generate improvement in family life. This cassette also presents the metaphor of the "emotional bank account" and nine ways to make "deposits," including understanding the others' frame of reference, making and keeping promises, and learning to forgive. The remaining three tapes detail the seven habits of effective families: (1) be proactive; (2) begin with the end or goals in mind; (3) put those goals first; (4) think win-win rather than "I'm right and you're wrong"; (5) seek first to understand, then be understood; (6) "synergize" to create a third alternative or solution better than either party can devise alone; and (7) "sharpen the saw," continually giving and getting feedback on family values and traditions. (HTH)

Competence; *Mental Health; Newsletters; Posttraumatic Stress Disorder; Predictor Variables; Prenatal Influences; Psychiatric Services; Substance Abuse; Suicide; *Youth Problems

IDENTIFIERS- Fetal Development; Interracial Children; Toilet Training

These 12 monthly issues, one special report, amd index from 1997 explore problems encountered by children and adolescents. Regular features include "Keep Your Eye On...," brief accounts of research into childhood and adolescent problems; "What's New in Research," summarizing research from recent publications and professional conferences; "Commentary," editorials from professionals working with children and adolescents; "Announcements," events and conferences of interest; book reviews; and client handouts for use by practitioners. Major topics include: (1) studies of massage therapy for childhood conditions, teen dieting and drinking, asthma in black children (January); (2) linking early childhood behavior patterns to adult psychiatric disorders and teen suicide risk (February); (3) studies of chidhood antidepressant use, toilet training, obsessive-compulsive disorders, abused children and post-traumatic stress disorder (March); (4) studying music to enhance math and science skills, antipsychotics, and artificially conceived twins (April); (5) chronic tics, and prenatal cocaine exposure (May); (6) teen suicide, and perception of asthma symptoms (June); (7) poor children's social competence, depressed mothers and touch interventions, and parents' use of time (July); (8) infant/toddler case and education, treatment for depressed adolescents, drug/alcohol/cigarette availability for rural/urban teens (August); (9) interracial children (Special Report); (10) infant development, spanking and hitting are perilous, prenatal exposure to maternal infections and cerebral palsy risk (September); (11) identity development and racial grouping, depersonalization disorder, and security objects (October); (12) precocious reading, emotionality and social competence, eating disorders in men, and child neglect and borderline personality disorder (November); and (13) maternal negative nonverbal behavior with toddlers, and metabolic abnormalities in murderers' brains (December). A year-end index facilitates searching for particular topics. (KB)

PUB DATE- 97
NOTE- 67p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *Day Care; Disabilities; Evaluation Criteria; Mainstreaming; *Parent Materials; Preschool Children; *Preschool Education; *Special Needs Students
IDENTIFIERS- Day Care Selection; *Preschool Selection; Resource and Referral Service

This booklet, with English and Spanish versions, provides a step-by-step procedure to help families find an appropriate preschool program in the community for their child with disabilities. The booklet lists six steps for locating a program: (1) decide what kind of program is wanted for the child; (2) complete included form outlining child's needs at school; (3) consult the local child care resource and referral service; (4) determine if the center is state licensed; (5) determine if the center is accredited; and (6) visit the centers to be considered. Included in the booklet are three copies of a daycare checklist to guide parents in asking questions of the child care center staff and an observation summary sheet to record the parents' observations at the child care center. The major areas covered on the daycare checklist are staff experience and qualifications, types of children's activities, parent-caregiver/teacher relationship, the indoor and outdoor child environment, and auxiliary services and programs. Areas detailed on the observation record sheet include contact information for the center, daily hours and schedule, transportation, parents' impressions, and cooperation with other services received. (KB)

identity. Contains references, photographs, illustrations, maps, and an index. (SV)

ED 418 822   RC 021 369

Stephens, E. Robert
Expanding the Vision: New Roles for Educational Service Agencies in Rural School District Improvement.
PUB DATE- 98
NOTE- 170p.; Developed in cooperation with the American Association of Educational Service Agencies.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Change; Educational Planning; Educational Trends; Elementary Secondary Education; Institutional Characteristics; *Institutional Environment; *Intermediate Administrative Units; *Rural Education; *Rural Schools; *School Districts; State School District Relationship; Strategic Planning; Tables (Data)
IDENTIFIERS- *Capacity Building

This book examines the role of the educational service agency (ESA) in the process of enabling and facilitating rural school improvement. The introductory chapter discusses the continuing significance of rural education, service to rural districts as an explicit reason for establishing ESAs, and the characteristics of several types of ESAs. Chapters 2-6 outline: (1) the school improvement agenda confronting rural districts; (2) the institutional strengths and weaknesses of rural districts; (3) a perspective on an effective rural school improvement process; (4) the current ways that ESAs provide assistance to rural districts; and (5) the roles that ESAs might play in enhancing rural school improvement efforts. Three strategic goals are identified that would place ESAs in a meaningful first-line supportive role for rural school improvement. These goals are further developed in the final three chapters: (1) enhancing the institutional capacity of rural districts (access for disabled students, access for general students and adults, access to telecommunications technologies, cost-savings and related practices, comprehensive assessments); (2) enhancing the ability of rural districts and communities to engage in a school improvement process (capacity building, critical analysis of district and community, assessment of implementation plans); and (3) providing regional leadership for the advancement of education. An appendix details the planning process for rural school improvement. Contains 136 references and 25 data tables and figures. (SAS)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; Educational Change; Elementary Education; Grade 4; Grade 8; Hands on Science; *Mathematics Education; *National Competency Tests; Problem Solving; *Science Education; *Standardized Tests; *Student Evaluation

This summary report of the National Assessment of Educational Progress (NAEP) 1996 State Assessment Program in Science and Mathematics provides comparisons of average mathematics scale scores for Grades 4 and Grade 8 in public schools and comparisons of average science scale scores for Grade 8 in participating jurisdictions. Data is presented in a chart format to enable easy comparisons. (DDR)

DESCRIPTORS- *Career Change; Career Choice; Case Studies;
*Educational Experience; Higher Education; *Methods Courses;
Prior Learning; *Science Education; *Science Teachers;
*Scientists; Secondary Education; Teacher Education

This paper examines how three preservice teachers, who previously worked in science-related fields, confronted barriers in the process of becoming science teachers. Many of the barriers these teachers faced were similar to the barriers that more traditional teacher education candidates faced, but they also faced some barriers that were less common for traditional preservice teachers. Specific barriers explored include contextual issues related to family, finance, employment, and time; institutional concerns as in returning to school as an undergraduate; vocational concerns related to shifting views of profession and identity; and intellectual barriers such as the misfit of science discipline areas to school science. The three case studies presented in this paper demonstrate how barriers overlap and interact in a wide variety of ways to influence experiences in a teacher education program on into the beginning year of a new career. (DDR)

NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Consortia; Educational Change; *Educational Technology; Elementary Secondary Education; *Mathematics Education; *Professional Development; *Science Education; Surveys
IDENTIFIERS- Dwight D Eisenhower Math and Science Educ Program

This report analyzes the contributions that the 10 Eisenhower Regional Mathematics and Science Education Consortia have made to U.S. efforts to reform mathematics and science education. The United States Congress authorized the Regional Consortia Program in 1990 under the Excellence in Mathematics, Science, and Engineering Education Program. In reauthorizing the Regional Consortia Program, Congress reaffirmed the purpose of the Consortia supported by the program as being to disseminate exemplary mathematics and science education instructional materials and assist school staff in the implementation of teaching methods and assessment tools. The data presented in this report were collected largely in the spring of 1996 through surveys, interviews, site visits, and review of a variety of documents. Another more limited round of data collection was completed in spring 1997. This included telephone interviews and document review. Chapters include: (1) "Introduction"; (2) "Evolution of the Regional Consortia Program and the Challenge of Working with Intensive Sites"; (3) "Professional Development"; (4) "Teams and Networks: Consortia Links To the Field"; (5) "Promising Practices"; (6) "The Use of Technology by the Consortia"; (7) "Networking and Coordination"; and (8) "Conclusions". Appendices contain the survey procedures, instruments, and program indicators. (ASK)

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Conflict Resolution; Critical Thinking; Foreign Countries; *Global Education; Higher Education; Human Relations; International Organizations; *Peace; Problem Solving; *Prosocial Behavior; War; World Affairs
IDENTIFIERS- *Peace Education

This bibliography lists and indexes a total of 124 papers presented during five international conferences held during the 1990s on the topic of peace education. This miniprint aims to make it easier for peace researchers and peace educators to locate conference contributions of special interest to them. The guide has been organized into three parts: (1) a complete list of papers presented in each conference report; (2) an author index with indication of country of origin; and (3) a subject index with a number of keywords or key expressions for different kinds of paper contents. The five conferences summarized are: (1) "Education for Peace in the Nineties: A Conference Report", PEC/IPRA (Peace Education Commission/International Peace Research Association), Groningen (1990); (2) "Peace Education: Glimpses from the EURPA (European Peace Research Association) Conference in Firenze" (1991); (3) "Education for Peace: A Conference Report from Kyoto" (1992); (4) "Education for Peace: A Conference Report from Budapest" (1993); and (5) "Education for Peace: A Conference Report from Malta" (1994). (EH)

values, and personal/emotional needs and drives. The paper focuses on the theories and models of Biddle, Goudas, and Underwood (1995); Hancock (1995); Keller (1979); Bohlin, Milheim, and Viechnicki (1993); and Bandura (1986) and Pajares (1996), noting the various concepts developed to explain their theories and models. Teaching strategies to support the various concepts are suggested as ways to impact intrinsic motivation in the learner. Various components or concepts of intrinsic motivation revealed through the research include autonomy, expectancy, instrumentality, effort, interest, satisfaction, valence, relevance, and self-efficacy. In examining these concepts and the teaching strategies associated with them, it was determined that specific teaching strategies can have a positive effect on the various concepts related to intrinsic motivation. Teachers must be aware of strategies that will positively affect motivation, using an approach that reinforces student willingness and enthusiasm. (Contains 21 references.) (Author/SM)

ED 418 926 SP 037 890

Kistler, Barbara C.
Mathematics Courses for the Prospective Teacher.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Conference of the American Mathematical Association of Two-Year Colleges (23rd, Atlanta, GA, November 15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; Higher Education; *Mathematics Education; Mathematics Teachers; Multicultural Education; Preservice Teacher Education; Two Year College Students; *Two Year Colleges; Writing Across the Curriculum

This paper suggests that faculty at two-year institutions need to become partners with colleges of education and K-12 teachers of mathematics in preparing future mathematics teachers. The paper presents the following: a summary of recommendations on programs for prospective teachers; a summary of recommendations about mathematics courses for prospective teachers; a summary of recommendations for course content for future elementary mathematics teachers; a summary of standards for K-4 teacher preparation proposed mathematics curricula; mathematics content courses for preservice elementary teachers; a course outline for elementary mathematics teachers; course objectives for elementary mathematics teachers; mathematics activities that work (with accompanying directions and reproducible sheets); multicultural activities that provide mathematics education (with accompanying directions and reproducible sheets); and writing to learn activities. (SM)

DESCRIPTORS- Collegiality; *Communication Skills; Cultural Awareness; *Cultural Differences; Elementary Secondary Education; Ethnicity; Interpersonal Competence; Teacher Attitudes; *Teacher Collaboration; Teacher Student Relationship; Teachers; Teamwork

This paper examines the impact of ethnocultural diversity on the process of collaboration. Section 1 shares stories of several different experiences with collaborative efforts, highlighting key assumptions about how people work together and how culture impacts assumptions. Section 2 discusses problems and issues related to collaborating. For example, people do not necessarily agree on what it means to collaborate; many collaborative efforts are initiated through formal channels rather than developed naturally; ineffective communication can stop collaborative efforts before they start; collaborative efforts need structure to thrive; and the use of employee evaluation and rewards based on individual merit can undermine collaboration. Section 3 suggests ways that educators and supervisors can help students and trainees develop and use the necessary skills to become better collaborators. The recommendations include: enhancing peoples' awareness in order to facilitate the process of getting to know and understand others; encouraging genuine and heightened efforts that allow people to get to know each other and develop trust and respect; and finding opportunities for people to share time together and rewarding them for their efforts. (Contains 24 references.) (SM)

ED 418 963 SP 037 929

Van Looy, Linda; Vrijsen, Mike
A Multi-Dimensional Analysis of Feedback by Tutors and Teacher-Educators to Their Students.

PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Feedback; Foreign Countries; Guidance; Higher Education; Physical Education; Preservice Teacher Education; Secondary Education; *Student Teacher Evaluation; *Student Teachers; Student Teaching; *Teacher Educators; Teacher Student Relationship; *Tutors
IDENTIFIERS- Belgium

This study analyzed guidance given to student teachers in Flanders, Belgium, by their tutors and teacher-educators, tutors' and teacher educators' written accounts, and teacher-educators' guidance discussions. The study included 895 guidance reports written by 29 tutors, which included 7,589 remarks. There were also 135 reports written by 13 teacher-educators, with 3,127 remarks. Researchers coded the data focusing on concreteness of statements, communication of statements, corrective statements, and methodological-didactic statements. They determined differences in amounts of remarks made by tutors and teacher-educators during 50-minute lessons. To analyze oral guidance discussions, they used 72 audiotaped discussions for 9 students conducted by 4 teacher educators. They transcribed and coded the discussions according to person speaking, style of interaction, guidance strategy, and topic of discussion. Results indicated that the amount of remarks made per lesson depended more on tutors or teacher-educators than student teachers. Teacher-educators made three times more written remarks than tutors and gave more feedback regarding the organization of the lessons and study materials; tutors emphasized the study materials themselves. Data from the guidance discussions indicated that teacher-educators spoke for most of the discussions, with an informative guidance style and little effort to involve students. A closed guidance framework was used to make conclusions. Topics of discussion emphasized lesson content, organization, and relationship with pupils. (Contains 15 figures and 13 references.) (SM)

respondents. For the ECE, 13,892 interviews were completed, and for the AE, 12,568 interviews were completed. This document contains the interviewer texts of: (1) the NHES:91 screener interview, with its subsets of ECE, AE, and household characteristics items; (2) the NHES:91 ECE interview; and (3) the NHES:91 AE interview. (Contains one table.) (SLD)

ED 418 982 TM 028 261

1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline. Working Paper Series.
PUB DATE- 96
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; Discipline; Elementary Secondary Education; Interviews; *National Surveys; Participation; Preschool Education; *Sampling; *School Readiness; School Safety; Telephone Surveys
IDENTIFIERS- *National Household Education Survey; *Screening Procedures

The National Household Education Survey (NHES) is a data collection system of the National Center for Education Statistics (NCES) designed to address a wide range of education-related issues. It is a telephone survey of the noninstitutionalized civilian population. In 1993, the NHES was designed to cover two topical components: School Readiness and School Safety and Discipline. The School Readiness component included all children between the ages of 3 and 7 years of age and all other children currently enrolled in nursery school, kindergarten, first, or second grade. For the School Safety and Discipline component, interviews were conducted with both parents and student. Approximately 64,000 households were screened to identify eligible respondents. For the School Readiness component, 10,888 parent interviews were conducted, and for the School Safety and Discipline component, 12,680 parent and 6,504 student interviews were conducted. This document contains the interviewer texts of: (1) the NHES:93 screener interview; (2) the NHES:93 School Readiness Interview; and (3) the NHES:93 School Safety and Discipline Interview. (Contains one table and two exhibits.) (SLD)

progressing. This policy, usually designed to protect ELL's from the unpleasantness of taking a test for which they were not prepared, has had a negative impact on educational equity for language minority students. As a result, there has been a move to incorporate ELL's into state assessments. States are beginning to modify assessment programs, usually through test accommodations that include extra time, clarifying directions, flexible scheduling, and the use of bilingual dictionaries and glossaries. Native language testing is useful when the student is literate in the native language. Massachusetts has translated all its tests, except Language Arts, to Spanish and uses specialized scoring involving pairs of bilingual and subject content teachers (consensus scoring) through a system developed by Second Language Testing, Inc. Issues related to students who are not literate in Spanish or English proficient are still in the process of resolution, but problems can be worked out with time and attention. Massachusetts plans to use its Grade 10 assessment as a graduation examination, and it is considering how to best accommodate ELL's for this examination. (Contains two references.) (SLD) interpret both weights and structure coefficients as part of result interpretation; (4) the failure to recognize that reliability is a characteristic of scores, and not of tests; and (5) the incorrect interpretation of statistical significance and the related failure to report and interpret the effect sizes present in all quantitative analysis. In several cases small heuristic discriminant analysis data sets are presented to make the discussion of each of these five methodology errors more concrete and accessible. Four appendixes contain computer programs for some of the analyses. (Contains 19 tables, 1 figure, and 143 references.) (SLD)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum; Disadvantaged Youth; *Discipline;
Elementary School Students; Elementary Secondary Education;
*Mental Health; Minority Groups; Parent Education; *Parenting
Skills; Secondary School Students; *Self Esteem; Urban School
Urban Youth
IDENTIFIERS- *Primary Prevention

"Primary Prevention: Promoting Mental Health in the Next Generation" is a curriculum that teaches children about the relationship between parenting practices and a child's mental health. Essentially, the program teaches children today about the parenting skills they will need in the future. This report describes the curriculum and reports on an evaluation of its effectiveness. The primary goal is to prevent and reduce mental health problems in the next generation of children. The program is composed of three developmentally appropriate curricula, for kindergarten through grade 3, grades 4 through 6, and grades 7 through 12. Each curriculum is divided into a leader's guide and units on: (1) building a foundation for mental health; (2) self-esteem; (3) raising children; and (4) solving problems and getting help. The curriculum has been implemented in the Houston (Texas) Independent School District, the fifth largest city school district in the United States. Over 9,000 students have participated. In 1994-95, in an outcome evaluation study, pre-, post-, and followup questionnaires were administered to 340 students in grades 4 through 6 and 350 in grades 7 through 12. Roughly half of the students were Hispanic Americans, with 41% Black at the elementary level and 26% Black at the upper levels. Approximately 76% of the elementary school students were eligible for free lunches. Students were able to identify parenting styles, positive discipline techniques, and techniques that would improve self-esteem. Younger children became more likely to reject corporal punishment, and they learned that the way parents treat children affects their self-esteem. A second study, in 1996, found similar gains in knowledge for 263 elementary school students, and a parenting attitudes questionnaire completed by 82 program instructors before and after instructor training found positive attitude changes for instructors as well. The curriculum is being translated into Spanish for a culturally responsive version. (SLD)

a range of alternatives, such as mediation, adjudication, arbitration, and a process of conciliation and mediation, to resolve their disputes. This paper explores the CJC experience in multicultural dispute resolution. The emphasis is qualitative rather than quantitative, but available statistics were examined as a preliminary analysis. Evidence from the CJC files indicates that a great deal of conflict is cross-cultural in the broadest sense because it involves the conflict of values and views, not just conflicting interests. Ethnic and racial prejudice was a factor in a small proportion of disputes, but it is worth noting that cultural differences can be present without becoming a factor in disputes involving people of non-English speaking background (NESB). Qualitative examination of the operation of the CJCs demonstrates that the mediation methods they use provide an appropriate and effective means of resolving disputes involving people of NESB. Findings also suggest that matching mediators to the cultural backgrounds of the parties involved is not likely to contribute significantly to the resolution of disputes, and that other factors may be more important. Since evidence on this point is not conclusive, it is recommended that mediators and parties be matched for cultural background. Appendixes present three study surveys. (SLD)

ED 419 060 UD 032 306

Christiansen, Paul D.; Young, Michelle
Yesterday, Today & Tomorrow: Meeting the Challenge of Our Multicultural America & Beyond.
PUB DATE- 96
NOTE- 376p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Cultural Awareness; *Cultural Differences; *Diversity (Student); Elementary Secondary Education; *Ethnic Groups; Ethnicity; *Multicultural Education; *Personal Narratives; *Social Bias

This volume is an effort to introduce the general reader to people from several of the world's cultures. Beginning with their own autobiographical sketches, the authors move on to present brief profiles of representatives of many cultures. The following chapters are included in part I, "Mosaic": (1) "Multicultural Stew"; (2) "The Americans"; (3) "The Western Europeans"; (4) "The Jewish Holocaust and Beyond"; (5) "The Baltic Peoples, Easterners, & New Russians"; (6) "The Africans"; (7) "The Middle and Near Easterns"; (8) "The Far Easterners & Pacific Rim"; and (9) "The Folks Down Under." In part II, "Business Affairs," chapter 10, "Corporate Cultural Challenge" discusses the challenges faced by corporations with multicultural workforces. In part III, "Bias and Prejudice," chapter 11, discusses understanding and overcoming prejudice. In part IV, "Celebration," chapter 12, discusses celebrating diversity. An epilogue presents the story of an Alaskan television program, "Heartbeat Alaska," and its emphasis on cultures of the area. A glossary is included. (SLD)

ED 419 061 UD 032 309

Dei, George J. Sefa; Mazzuca, Josephine; McIsaac, Elizabeth; Zine, Jasmin
Reconstructing Drop-Out: A Critical Ethnography of the Dynamics of Black Students' Disengagement from School.
PUB DATE- 97

Aaronson, Judith

Parenting Skills through Children's Literature in Family Support
Centers: Adaptation of Existing Curriculum.
46p. 1mf. L1 ED 418 227

Ackerman, Richard H., Ed.

Students Taking the Lead: The Challenges and Rewards of
Empowering Youth in Schools. New Directions for School
Leadership. No. 4.
136p. 0mf. L3 ED 418 482

Adams, Gina

State Developments in Child Care and Early Education, 1997.
83p. 1mf. L2 ED 418 772

Adema, Jos J.

Simultaneous Assembly of Multiple Test Forms.
22p. 1mf. L1 ED 419 006

Ahmad, Mahassen

Evaluation of the Texas Nutrition Education and Training Program
for Federal Fiscal Year 1997.
66p. 1mf. L1 ED 418 936

Aidman, Amy

Pocahontas: Problematizing the Pro-Social.
21p. 1mf. L1 ED 418 810

Aitken, Joan E.

Film Portrayal of People with HIV/AIDS.
28p. 1mf. L1 ED 418 441

Alamaki, Ari

Technology Education in Elementary School: Why and How?
16p. 1mf. L1 ED 418 880

Albright, Brenda Norman

The Transition from Business as Usual to Funding for Results:
State Efforts To Integrate Performance Measures in the Higher
Education Budgetary Process.
26p. 1mf. L2 ED 418 652

Alcock, Martha W.

Learning Styles and Personality Types of African American
Children: Implications for Science Education.
24p. 1mf. L1 ED 418 874

Alcorso, Caroline

Non-English Speaking Background Immigrant Women in the
Workforce. Working Papers on Multiculturalism Paper No. 4.
133p. 2mf. L1 ED 419 055

Butler, Linda S.

Factors Affecting Utilization of Early Intervention Services.
14p. 1mf. L1 ED 418 546

Byrd, David M., Ed.

Strategies for Career-Long Teacher Education. Teacher Education Yearbook VI.
258p. 3mf. L2 ED 418 929

Cain, Jim

Teamwork & Teamplay: A Guide to Cooperative, Challenge and Adventure Activities That Build Confidence, Cooperation, Teamwork, Creativity, Trust, Decision Making, Conflict Resolution, Resource Management, Communication, Effective Feedback and Problem Solving Skills.
430p. 0mf. L3 ED 418 836

Cairney, Trevor H.

Clash of Discourses: Examining the Literacy Practices of Home, School and Community.
42p. 1mf. L1 ED 418 395

Cairns, Len

Learning in the Workplace: Implications of the Capability Learning Model.
27p. 1mf. L1 ED 418 330

Caldwell, Brian J.

Local Management of Schools and Improved Outcomes for Students.
26p. 1mf. L1 ED 418 506

Callais, Donna

Using Technology To Improve Remote User Support: A Report from the "In Your Face" Working Committee.
14p. 1mf. L1 ED 418 706

Callentine, Livit U.

The Ecology of the Mobile Worker. Workscape 21: The Ecology of New Ways of Working.
89p. 1mf. L1 ED 418 274

Camara, Wayne J.

Constraints and Limitations in Evaluating Math Curricular Reform Efforts: Pacesetter Math Case Study.
23p. 1mf. L1 ED 419 012

Camozzi, Anne

Action Models in Adult Environmental Education. Proceedings and Summary of the North American Association for Environmental Education NAAEE : Nonformal Section Workshop (St. Paul, Minnesota, September, 1991).
61p. 1mf. L2 ED 418 838

Campbell, James Reed

Edelin, Kimberly C.

The College Fund/UNCF Statistical Report, 1997.
102p. 2mf. L2 ED 418 642

Edelman, Andrea

Maximizing Success for Young Adults with Chronic Health-Related Illnesses. Transition Planning for Education after High School.
17p. 1mf. L1 ED 418 562

Edelman, Dee

TRIBE Teachers' Guide. Conflict Resolution Curriculum for Middle and High School.
204p. 3mf. L2 ED 419 042

TRIBE Teachers' Guide. Conflict Resolution Curriculum for Middle School.
172p. 2mf. L2 ED 419 043

Ediger, Marlow

Speaking Activities and Reading.
14p. 1mf. L1 ED 418 438

Edmiaston, Rebecca

Iowa Early Childhood Special Education Handbook.
132p. 2mf. L1 ED 418 521

Eisenberg, Michael B.

Helping with Homework: A Parent's Guide to Information Problem-Solving.
172p. 2mf. L1 ED 418 699

Eisenberg, Susan

We'll Call You If We Need You. Experiences of Women Working Construction.
216p. 0mf. L3 ED 418 286

Eisenman, Gordon

Training in Technology for Late Adopters: Learning in Retirement, Computers for Seniors.
13p. 1mf. L1 ED 418 224

Elander, Keli

The Impact of Teaching Strategies on Intrinsic Motivation.
28p. 1mf. L1 ED 418 925

Elorriaga y Uzquiano, Francisco Javier Lopez

Vocational Education and Training in Spain.
106p. 2mf. L1 ED 418 305

Enger, Sandra K.

Profiling Middle School Science Inquiry Experiences Using Student and Teacher Survey Data.
17p. 1mf. L1 ED 418 863

Harmon, Hobart

Building School-to-Work Systems in Rural America. ERIC Digest.
4p. 1mf. L1 ED 418 832

Planning Schools for Rural Communities.
9p. 1mf. L1 ED 418 820

Harris, Judi

Design Tools for the Internet-Supported Classroom.
91p. 1mf. L2 ED 418 685

Harvey, Lee

Transforming Higher Education.
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(080) Journal Articles

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(090) Legal/Legislative/Regulatory Materials

Academic Senate for California Community Colleges: 30th Spring Session Resolutions (San Francisco, CA, April 23-25, 1998).
98p. L1 ED 418 758

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Educating Bilingual/ESL Teachers in a Language/Culture Exchange Field School: A Collaborative Model in Teacher Education.	17p.	L1	ED 418 601
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Ethnic Stereotyping, Alternative World Views and Community Service.	10p.	L1	ED 418 899
Faculty Workload Studies: Perspectives, Needs, and Future Directions. ASHE-ERIC Higher Education Report, Vol. 26, No. 1.	135p.	L1	ED 418 655
Federal Education Funding: Multiple Programs and Lack of Data Raise Efficiency and Effectiveness Concerns (Supplemental Information to Testimony).	26p.	L1	ED 418 505
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A General Model of Curriculum Development for the Department in Transition.	19p.	L1	ED 418 695
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Technology, Distance Learning, Student Affairs: All in the Same Breath?
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Texas Employer 1996 Dependent Care Survey.	47p.	L2	ED 418 778
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Transforming Libraries: Issues and Innovations in Preserving Digital Information. SPEC Kit 228 and SPEC Flyer 228. Issue Number 5.	43p.	L1	ED 418 725
The Transition from Business as Usual to Funding for Results: State Efforts To Integrate Performance Measures in the Higher Education Budgetary Process.	26p.	L2	ED 418 652
The Transition to Digital Video: What Lessons Have We Learned So Far?	15p.	L1	ED 418 691
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(170) Translations

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(171) Multilingual/Bilingual Materials

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Re-Creating Schools: Places Where Everyone Learns and Likes It.	199p.	L2	ED 418 498
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Reconstructing Drop-Out: A Critical Ethnography of the Dynamics of Black Students' Disengagement from School.	283p.	L3	ED 419 061
Redesigning Teacher Education. SUNY Series in Teacher Preparation and Development.	295p.	L3	ED 418 928
Report on Legal Protection for Databases. A Report of the Register of Copyrights. August, 1997.	234p.	L1	ED 418 726
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Robbed of Humanity: Lives of Guatemalan Street Children.	288p.	L3	ED 418 809
Running Summer Library Reading Programs. A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 81.	158p.	L3	ED 418 702
School Administration: Persistent Dilemmas in Preparation and Practice.			

and High School.
204p. L2 ED 419 042

TRIBE Teachers' Guide. Conflict Resolution Curriculum for Middle School.
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U.S. Trade Policy: Competing in a Global Economy and Teacher's Resource Book. Revised. Choices for the 21st Century.
66p. L2 ED 418 910

United in Diversity: Using Multicultural Young Adult Literature in the Classroom. Classroom Practices in Teaching English, Volume 29.
236p. L1 ED 418 422

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291p. L3 ED 418 893

Workplace Math. EPIC Workplace Learning Project, 1996.
77p. L1 ED 418 740

(053) Guides - Non-Classroom

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Basic Skills Certification Manual: Guidelines for Iowa's Adult Basic Education Program.
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Building Bridges of Understanding with Creative Drama Strategies: An Introductory Manual for Teachers of Deaf Elementary School Students.
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Building Fiction: How To Develop Plot and Structure.
205p. L3 ED 418 413

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574p. L1 ED 418 629

The Copyright Infringement Liability of Online and Internet Service Providers. Hearing on S.1146, a Bill To Amend Title 17, United States Code, To Provide Limitations on Copyright Liability Relating to Material Online, and for Other Purposes. Committee on the Judiciary, United States Senate, One Hundred Fifth Congress, First Session (September 4, 1997).
123p. L1 ED 418 703

Direct Student Loans. Efforts To Resolve Lenders' Problems with Consolidations Are Under Way. Report to Congressional Requesters.
36p. L1 ED 418 681

Education and Workforce Development in the Washington, DC Area. Hearing of the Committee on Labor and Human Resources, United States Senate, One Hundred Fifth Congress, First Session on Examining Regional Economic Development in the Washington, DC Area and the Importance of Education and Training in that Process. It Also Examines Current Obstacles to Economic Growth, such as Poor Student Achievement and Crumbling School Buildings, as well as Regional Solutions to these Problems (January 13-15, 1998).
332p. L1 ED 418 263

Employment, Training, and Literacy Enhancement Act of 1997. Report of the Committee on Education and the Workforce, House of Representatives, on H.R. 1385 Together with Additional and Dissenting Views Including Cost Estimate of the Congressional Budget Office , 105th Congress, 1st Session.
566p. L1 ED 418 333

Library Laws Handbook: State Laws Relating to Michigan Libraries.
203p. L1 ED 418 734

Music Violence: How Does It Affect Our Children. Hearing before the Subcommittee on Oversight of Government Management, Restructuring, and the District of Columbia of the Committee on Governmental Affairs, United States Senate, One Hundred Fifth Congress, First Session (November 6, 1997).
91p. L1 ED 418 915

Reading Excellence Act. Report Together with Minority and Dissenting Views To Accompany H.R. 2614 , House of Representatives, 105th Congress, 1st Session.
194p. L1 ED 418 384

The Utility of a Discount Methodology for Implementing Congressional Intent Regarding Section 254 of the Telecommunications Act of 1996: Preliminary Findings and Executive Summary.
25p. L1 ED 418 819

Workforce Investment Partnership Act of 1997. Report Together with Additional Views To Accompany S.1186. Senate Committee on Labor and Human Resources, 105th Congress, 1st Session.
114p. L1 ED 418 316

(100) AudioVisual Non-Print Materials

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62p. L2 ED 418 903

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Intergenerational Programming: The Impact on Children and Elders.	14p.	L1	ED 418 806
Involving Employers in Training: Best Practices. Research and Evaluation Report Series 97-I.	67p.	L1	ED 418 291
Iowa Vocational Education Performance Report. Fiscal Year 1997.	67p.	L1	ED 418 242
Kentucky Institutions of Higher Education Information Digest: 1987-1996.	235p.	L1	ED 418 657
Kids Count in Michigan 1997-98 Data Book: County Profiles of Child and Family Well-Being.	425p.	L1	ED 418 792
The Language of a Literate Classroom: Rethinking Comprehensive Dimensions.	45p.	L1	ED 418 430
Learning from Follow Up Surveys of Graduates: The Austin Teacher Program and the Benchmark Project. A Discussion Paper.	11p.	L1	ED 418 923
Library of Michigan Long Range Plan. March 1997 to September 1999.			

Writing.
9p. L1 ED 418 425

Youth Work with Vulnerable Young People. Interchange No. 51.
12p. L1 ED 419 063

(143) Reports - Research

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The Aging Baby Boom: Implications for Employment and Training Programs.
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(150) Speeches/Meeting Papers

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Exhibit Compared to Hands-On Exhibit in a Science Museum.	17p.	L1	ED 418 873
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AA - ERIC Processing and Reference Facility

AA001296	ED418209

CE - Adult, Career, and Vocational Education

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TM - Assessment and Evaluation (continue)

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UD - Urban Education

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CG - Counseling and Student Services

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CS - Reading, English, and Communication

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EA - Educational Management

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EC - Disabilities and Gifted Education

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EF - Eric Facility

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FL - Language and Linguistics

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HE - Higher Education

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IR - Information and Technology

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JC - Community Colleges

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PS - Elementary and Early Childhood Education

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PS026481	ED418802
PS026483	ED418803
PS026485	ED418804
PS026490	ED418805
PS026491	ED418806
PS026492	ED418807
PS026495	ED418808//
PS026504	ED418809//
PS026506	ED418810
PS026511	ED418811//
PS026512	ED418812

PS026518	ED418813//
PS026519	ED418814//
PS026533	ED418815
PS026690	ED418816

RC - Rural Education and Small Schools

RC020818	ED418817
RC020821	ED418818
RC020871	ED418819
RC021302	ED418820
RC021365	ED418821//
RC021369	ED418822
RC021412	ED418823
RC021419	ED418824
RC021422	ED418825
RC021423	ED418826
RC021425	ED418827
RC021483	ED418828
RC021484	ED418829
RC021487	ED418830
RC021488	ED418831
RC021490	ED418832
RC021495	ED418833
RC021502	ED418834//
RC021517	ED418835//
RC021518	ED418836//
RC021528	ED418837//

SE - Science, Mathematics, and Environmental Education

SE059846	ED418838
SE061191	ED418839
SE061206	ED418840
SE061248	ED418841
SE061256	ED418842
SE061257	ED418843
SE061270	ED418844
SE061291	ED418845
SE061292	ED418846
SE061297	ED418847
SE061299	ED418848
SE061302	ED418849
SE061309	ED418850
SE061310	ED418851
SE061313	ED418852
SE061317	ED418853
SE061319	ED418854
SE061322	ED418855
SE061328	ED418856
SE061331	ED418857
SE061332	ED418858
SE061334	ED418859
SE061335	ED418860
SE061340	ED418861
SE061341	ED418862
SE061342	ED418863
SE061343	ED418864
SE061344	ED418865
SE061345	ED418866
SE061346	ED418867
SE061347	ED418868
SE061348	ED418869
SE061349	ED418870

SE061350	ED418871
SE061351	ED418872
SE061352	ED418873
SE061353	ED418874
SE061354	ED418875
SE061357	ED418876
SE061358	ED418877
SE061360	ED418878
SE061361	ED418879
SE061362	ED418880
SE061365	ED418881
SE061366	ED418882
SE061370	ED418883
SE061372	ED418884//
SE061373	ED418885//
SE061388	ED418886//
SE061390	ED418887
SE061399	ED418888//
SE061400	ED418889//
SE061401	ED418890//
SE061402	ED418891//
SE061403	ED418892//
SE061404	ED418893//
SE061473	ED418894//

SO - Social Studies/Social Science Education

SO027630	ED418895//
SO027635	ED418896//
SO027766	ED418897//
SO027767	ED418898//
SO027914	ED418899
SO028113	ED418900
SO028116	ED418901
SO028220	ED418902//
SO028235	ED418903
SO028351	ED418904
SO028435	ED418905
SO028451	ED418906
SO028534	ED418907
SO028729	ED418908
SO028790	ED418909
SO028792	ED418910
SO028794	ED418911
SO029306	ED418912
SO029308	ED418913
SO029318	ED418914
SO029319	ED418915
SO029321	ED418916
SO029323	ED418917
SO029324	ED418918

SP - Teaching and Teaching Education

SP037646	ED418919
SP037822	ED418920
SP037864	ED418921
SP037886	ED418922
SP037887	ED418923
SP037888	ED418924
SP037889	ED418925
SP037890	ED418926
SP037891	ED418927
SP037892	ED418928//

SP037893	ED418929
SP037894	ED418930//
SP037895	ED418931
SP037896	ED418932
SP037897	ED418933
SP037898	ED418934
SP037899	ED418935
SP037900	ED418936
SP037901	ED418937
SP037903	ED418938
SP037904	ED418939
SP037905	ED418940
SP037906	ED418941
SP037907	ED418942
SP037908	ED418943
SP037909	ED418944
SP037910	ED418945
SP037911	ED418946//
SP037912	ED418947//
SP037913	ED418948
SP037914	ED418949
SP037915	ED418950
SP037916	ED418951//
SP037918	ED418952//
SP037919	ED418953
SP037920	ED418954
SP037921	ED418955
SP037922	ED418956
SP037923	ED418957
SP037924	ED418958
SP037925	ED418959
SP037926	ED418960//
SP037927	ED418961//
SP037928	ED418962
SP037929	ED418963
SP037930	ED418964
SP037931	ED418965
SP037932	ED418966
SP037933	ED418967
SP037934	ED418968
SP037935	ED418969
SP037936	ED418970
SP037937	ED418971
SP037938	ED418972
SP037940	ED418973
SP037941	ED418974

TM - Assessment and Evaluation

TM028254	ED418975
TM028255	ED418976
TM028256	ED418977
TM028257	ED418978
TM028258	ED418979
TM028259	ED418980
TM028260	ED418981